# BUSINESS EDUCATION WORLD

November, 1956

American Education Week:



SOMEBODY SHOULD HAVE TOLD ME . . . PAGE 16

Now...as though each student had a pair of "MAGIC GLOVES"



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Bulletin Board Material 
Office Style Dictation

☐ Typing Tests ☐ Five Lesson Manual

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 School

 Address
 Zone

County

State

NOVEMBER, 1956

# BUSINESS **EDUCATION** WORLD

VOLUME 37, NUMBER 3

NOVEMBER, 1956

### FEATURE ARTICLES

Mr. Publisher, Here's a New MarketLugene F. Abet	-
Promote Business Education on Parent's NightJohn Roman	13
Somebody Should Have Told MeDorothy H. Schwartz	14
How to Prepare a Reference File Box for Shorthand	
Margaret E. Gamble	20
Retailing Prepares Students for Homemaking Jane Shannon	21
Recognized Accreditation of Business Schools Jay W. Miller	30
Who's Teaching Money Management?Leone Ann Heuer	32

### SPECIAL SERIES

Teaching the "Extras" in Transcription-II	18
Bookkeeping Classroom Management-III	22
You Can Read Faster and Better-VIII	

### DEPARTMENTS

The Business Teacher's Problem Clinic	4
Business Scene	10
Shorthand CornerJohn J. Gress	35
Progressive Shorthand Speed Tests	36
	37
Consumer Education	38
Teaching AidsJane F. White	39
Dictation Transcript from Today's Secretary	41
Professional Report	49
A 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	56

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# Schools For a Strong America

(Theme of American Education Week, November 11-17)

MERICA provides abundant evidence that mental resources, when combined with almost limitless physical resources and seasoned with a dash of the indefinable essence that we call spirit, can give a country world leadership in more ways than can easily be counted.

But mental resources do not contribute their full share to a country's accomplishment until they have been developed. The United States has been aware of this for a long time, and has reached out to include more and more of its people in its educational system-and to keep them within that system for a longer and longer period of time. Science and engineering, both of which are vital to a nation's material progress, do not advance in a vacuum. Scientists and engineers must be trained-in schools -to provide the foundation on which business builds. Once the factory wheels begin rolling, another factor enters the picture: business must depend on its office workers to keep the wheels rolling by handling the paper work that is indispensable to material progress in our modern world.

# The Clerical Shortage

For some time, our country has been feeling the effects of an acute shortage of office workers. There is no question that this shortage has weakened us as a nation-not dramatically, in any one place at any one moment, but cumulatively; not fatally, but seriously, nonetheless. Business leaders have only recently come to realize how great a load clerical and secretarial workers have shouldered in our country's forward march. The shortage is nationwide: in some areas, the call for more and more office workers grows increasingly frantic by the week.

Office workers, no less than scientists and engineers, are products of our schools. By producing better office personnel, schools can help to offset the crisis brought on by the clerical shortage. The role of business education is clear. The challenge will continue to face us for some time, and we must do everything in our power to meet it. Business education has not been found wanting in the past. It will continue to meet the test.



An introductory shorthand dictation record of your choosing

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given FREE to shorthand teachers. Simply indicate dictation speed. Available from 60 wpm to 130 wpm, and record speed —33-1/3 rpm, 45 rpm, or 78 rpm desired. Mail coupon below.

Mail this coupon for a demonstration record from Dictation Disc... yours without cost or obligation! Dictation Discs contain an excellent selection of speed building dictation in all speeds as placed on 28 phonograph records. Manufactured by R.C.A. Victor on unbreakable vinylite for maximum clarity and longevity. This wonderful new practice aid injects speed and rhythm into your students' writ-

ing techniques, through precision-timed repetition practice. Writing in rhythm cuts down the hesitation factor. It eliminates waste motion between strokes . . . develops a smooth flowing writing style . . . boosts speed. Dictation Discs are used and recommended by leading business and public schools teaching Gregg, Pitman, Stenotype, and other shorthand systems.

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Schools report Dictation Discs boost speeds to 120 wpm, raise grades, turn slow students into fast students.

Dictation Discs are already in use at 468 schools throughout the country. Reports from many of them prove that Dictation Discs can turn B students into A students, slow students into fast ones . . . help turn out the type of student who wins stenographic employment *immediately* upon graduation.

Students welcome Dictation Discs as a most enjoyable form of practice because they enable her to obtain at home the exact speed of dictation she wants at the very moment she wants it. She reaches the higher speeds more rapidly because of this extra practice . . . gains confidence and self-assurance quickly in the privacy of her own home.

A quantity of our literature, for distribution to your students, will be mailed to you on request, with a record of your choosing sent entirely free, so that you may judge for yourself the sterling quality of Dictation Discs. A 20% discount is allowed on group student orders.

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Fold the putty upward to original pyramid shape

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BUD TYPE CLEANER

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# THE BUSINESS TEACHER'S

# Problem Clinic

NO NEW PROBLEMS have been submitted to this department during the last month, so we'll simply present last month's problem again:

The backward administration of my school requires that, every Friday, I waste my time drawing up a series of detailed lesson plans for each of my classes to be held during the following week, so that, in the unlikely event that a substitute teacher takes over my work, she "won't just mark time." Since present-day teachers' manuals give complete step-by-step instructions, why can't I just list the pages to be covered? How can I protest this unfair demand?

B. E

Send your suggested solution to this problem, along with any problems of your own, to Problem Clinic, Business Education World, 330 West 42 Street, New York 36, New York. For a description of prizes offered for solutions and problems see page 6 of last month's issue.

# September Problem

I had a very fine typing class. Then suddenly, a girl who was a rumormonger came in. She started a rumor that I was a hard teacher and that exams were going to be very difficult. Almost before I knew it, she had some of the other students so scared that they stopped doing their best work. She went at all this in a very quick and methodical way, recruiting to her aid a boy who was naturally a grumbler and had a record of difficulties in other schools. I wonder what other teachers would have done and what I should do about similar cases in the future.

N. C.

P. S. Since mine is a medium-size class, I have been allowing "visiting" privileges during class—when I am too busy, more advanced students may help slower ones, if they do so quietly.

# **Suggested Solutions**

Dear N. C .:

I have found that one of the best ways to combat a rumor like this is to begin immediately some new motivation device that so arouses the interest of the students that they don't have much time to brood over hearsay. Personally, I think this works much better than a private conference with the offenders-this only tends to give recognition to the fact that they are an annovance. For a motivation device, I would suggest something that is not too time-consuming for the teacher-for instance, a seasonal 1minute timed-writing relay between the two sides of the room. In the fall,

a football field may be sketched on the blackboard, and the daily 1-minute writing-team scores converted to football scores. You'll be surprised at the student interest aroused, and I feel that you will have used a positive approach to defeat the student rumor. The students will be interested in the class and form their own opinions in place of listening to gossip.

MARY WITHEROW Beaumont High School St. Louis, Missouri

Dear N. C .:

We always have rumormongers in our midst. They are as inevitable as flies and mosquitoes, but we cannot go after them with a spraygun. Sometimes it seems that teachers especially are prey for such persons. They are not always students. They may be our fellow teachers or members of the community in which we teach.

Our education and training, plus a concentrated zeal for our work, should immunize us against worrying about such trivialities. Our task is too great to let these troublemakers rob us of time and energy we should be applying to constructive teaching.

If you have given the girl in your problem no just cause for her antagonism, and you continue with your fine classroom instruction, treating all students with equal interest and concern, they will know you for what you are worth and will do their best to become good typists.

Regardless of the size of your class, visiting privileges should not be allowed. Any type of interruption in a typing class destroys the concentrated effort that is essential to becoming a good typist.

(Continued on page 6)



# It's electrifying!

... how the new Royal Electric "Touch Control" makes students shine

There's just no getting around how the new Royal Electric "Touch Control" makes students shine! This new feature saves many hours of teaching time. Even slow students catch on quickly to electric touch.

Teachers say it makes it so much easier to switch from the "firm" action of a manual typewriter to the powered light action of an electric. Beginners find it easier too. You simply turn a dial on a Royal and you "firm up" the touch. Then as the student adjusts you gradually reduce it to "light" again.

Of course, this is *only one* of the many reasons why Royal Electrics are preferred in schools today. Why not call in your Royal Representative? Let him show you right in your own classroom just how this new Electric typewriter can save you many hours of teaching time.



# ADJUSTABLE DESKS?

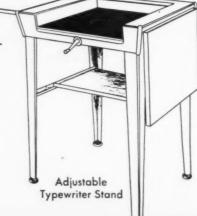
"YES!" says SEMCO SALES

Manufacturers of All Steel Adjustable Typewriter Desks and Stands.

No more makeshift adjusting of typewriter table heights— Semco offers smooth, sturdy, vibration-free adjustment!

As Clarabelle McDermand states in her article "raising the chair seat without raising the typewriter would aggravate rather than correct...." A Semco table or stand is the answer!

Write for FREE descriptive Literature



Pinellas International Airport St. Petersburg, Florida

SEMCO SALES

# PROBLEM CLINIC (continued)

Do not become so busy that you do not have time to supervise personally the work of each member of your class. General directions should be given specifically to the entire group. The better students should not be asked to forfeit time they could use for becoming even better typists to help the slower ones; and the slower pupils particularly need your trained instruction, since they are learning an entirely new type of skill. It is your responsibility to lay a firm foundation. Through this sincere personal contact and interest, you will gain the love and respect of your pupils to the extent that it cannot possibly be shattered by rumormongers.

> Frances Stephens Marion City Schools Marion, Kansas

Dear N. C .:

Let me state at the outset that the solution in one school may or may not be the solution to the same problem in another school.

My solution to this problem is based on a similar experience of my own. Try giving this rumormonger some responsibility in a small but important way. Perhaps she can be in charge of supplies that will be needed for certain projects; or, put her in charge of the class when you must leave the room for important reasons. Praise her work—honestly—and do it in front of the class. A little attention and responsibility from the teacher may soon change her entire attitude. Make a leader out of her, but in the right direction.

Being called a "hard" teacher worries me less than being called an "easy" teacher. I think most of us in the teaching field try to be somewhere in between.

I know that this solution requires the wise use of tact and straightforwardness, but it can become a reality. All kids have some good character and personality traits—let's look for them.

CHARLES L. EDWARDS New Oxford Joint High School New Oxford, Pennsylvania

Dear N. C .:

A teacher always desires to get the full co-operation of her classes in the early days of the course. Tell the students about the requirements set up by the school administration or the state course of study. Instill in the class the fact that the teacher is their friend and is there to give them all

the help she can. Any questions and problems a pupil has should be taken up with the teacher. Make the student feel that typing can be fun and that the chief requirement is that he follow directions to develop his technique and skill in the subject.

If it is known that any student is upsetting the morale of the class, I would deal with that student in private. Also, I would suggest to the student that they pay no heed to any remarks that other students may make about the teacher but, rather, bring their questions and problems to the instructor. If the teacher can get the confidence of the class during the first class meetings, I do not think she will have any difficulties later.

As to visiting privileges—I do not criticize students for asking questions of those sitting near them, but I do believe that teachers should not be too busy to give individual help when it is needed. Less correcting of papers during the class period and more real teaching to improve techniques and skills will improve the standards in a typing class. Record grades once or twice a week instead of checking every paper that comes in.

Grace Ballestad Behnke-Walker Business College Portland, Oregon



. . . and this is our simplified text.

# Mr. Publisher, here's a new market

EUGENE F. ABEL

DULT EDUCATION, Mr. Publisher, is to me the most satisfying part of our entire education system. It is voluntary, and it fulfills more needs than any other phase of our education program.

Yet it faces one great problem. In a very short time, we teachers must cram as much learning as possible into the people who enroll in such a

These adults come to us from all walks of life. They work eight hours a day. Many have outside activities that occupy them two or three nights per week. They come to us one night each week for two and a half hours. Their course lasts twelve weeks. That adds up to thirty classroom hours. In those thirty hours, it is up to us to teach them what they want to know.

These people are not interested in frills and fancy talk. They want the meat, and they want it quick. They haven't the time to spend on hightoned philosophy or wordy rules. They want to apply what they have learned -not a year from now, but tomorrow. That is our problem.

Let's make this problem specific. Let's apply it to shorthand, I have taught shorthand in Anderson, Indiana, for five years. The objective of our course is to teach fundamentals in the first thirty hours, and in the second thirty-hour period have the student become proficient enough to obtain a job as a stenographer or

It's a tough problem, Mr. Publisher. Current textbooks and manuals are the chief cause of the difficulty. They have been written for high school or college classes which devote four or five hours per week, for thirty-six weeks, to the attainment of course objectives.

In the thousands of adult education problems being encountered, every shorthand instructor faces this problem. I hope I speak for them, as well as for myself, when I enter my plea for a new text and manual specifically aimed at the fast-growing throng of adults who want to learn shorthand as quickly as possible in the least amount of classroom time.

May you publishers of textbooks (and not only of shorthand textbooks) become our ally in this problem. Help us, publishers, to achieve our objective-satisfying the needs of all adults who come to us for guidance and

# UP GOES **EFFICIENCY**

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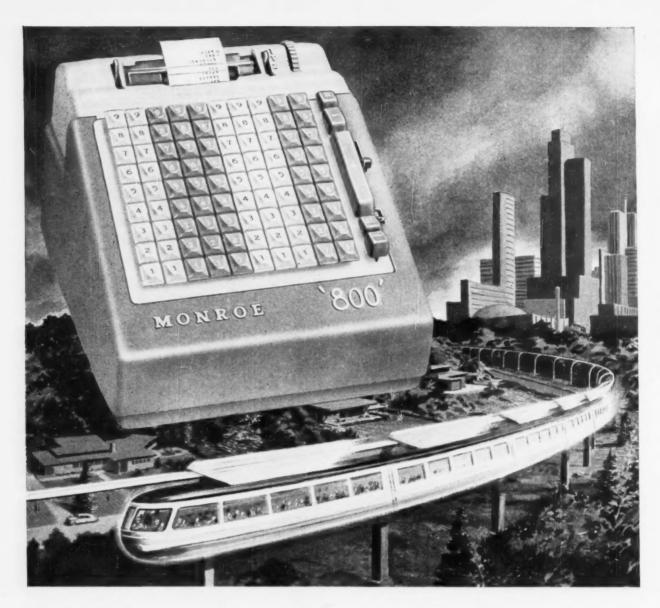
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endure for years to come.

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# NEW BOOKLET GIVES ADDED DIMENSION TO YOUR MONEY MANAGEMENT TEACHING!

The automobile has moved from the realm of pleasure into the category of necessity for many families and individuals. Most economists rank automobile expenditures right up with food-clothing-shelter. It's important, therefore, to include it in your money management teaching.

"Your Automobile Dollar," a completely new booklet by the Money Management Institute of Household Finance Corporation, will help you do this. It discusses all aspects of buying, maintaining and operating a car. It will be of great value in helping both present and future automobile owners properly incorporate the expenses of a car into their budgets.

"Your Automobile Dollar" is the first and only booklet available on this subject. Completely objective and authoritative in its information, it was prepared with the cooperation of many authorities in the automotive industry. With the help of this booklet, you can answer questions or give advice with assurance on this very important phase of money management. Send for your complimentary copy today.

This booklet is made available
to teachers as part of
Household Finance Corporation's
broad program to provide expert
financial guidance for American families.



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Please send me \_\_\_\_\_ additional copies of "Your Automobile Dollar" at ten cents each for my students.

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ADDRESS

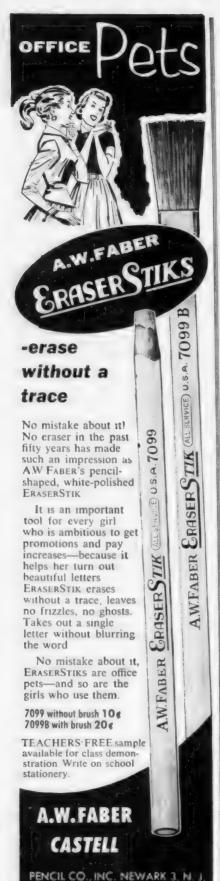
TITY \_\_\_\_\_STAT

SCHOOL OR ORGANIZATION.

MONEY MANAGEMENT INSTITUTE

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Corporation-



# Business Scene

### **Now Jobs Need Workers**

WHEN THE Department of Commerce revealed that employment figures hit an all-time high of 67 million workers this summer, they highlighted one unhappy circumstance. As high as increased employment is, it still cannot keep up with the increased number of jobs being created each year. Although the labor force is swelling at the rate of 600,000 per year, new jobs are being created at the rate of 1,000,000 annually.

This is behind the scramble for workers that is shown in the flood of want ads in U. S. newspapers. Such appeals are likely to increase, too, as the economy approaches its Christmas peak. But simple numbers don't tell the whole story. It is generally skilled workers that are in demand, and the more training they have, the more they are wanted.

With products and manufacturing processes getting more and more complicated, prospects are that employers will be hunting hard for highly trained workers for a long time to come—perhaps until 1975. Meantime, the gap is being filled, partly by upgrading workers and partly by bringing into the labor force women over thirty-five.

# The Long and Short of It

American investors don't scare easily. To them, Suez, tight money, and the election are mere flyspecks on the big picture—which they view as continued growth, inflation, and peace. Their investment plans reflect their concern with long-term gains, rather than with the worries of the moment.

This conclusion is the result of a nationwide survey by Business Week reporters. Last year they discovered a tendency for investors to pull out of the stock market to invest in real estate and local businesses. This year they found a continuing popularity for real estate, a new appreciation of the security and yield of bonds, and a surprising amount of confidence in the future of common stocks.

The reporters asked all their chosen subjects the same question: If you had, say, \$25,000 to invest, how would you invest it? Replies ranged all the

way from a wealthy Atlantan's retort that he would do what he had always done-keep his money at home and let others worry about stocks and bonds-to a Texan's scorn toward such a small stake for a properly speculative venture.

In total, though, they put longterm growth as the prime objective of investment, above either security or short-term gain. They saw the rosiest prospects in real estate-particularly for growing businesses or for suburban residential areas-and in common stocks. In the more conservative regions of the country, they advised diversification of investment: a few stocks, a few bonds, a little land. One businessman wanted to know what the \$25,000 was. If it was an extra \$25,000, he would risk it in land, where the most money is being made; if it was the only \$25,000, he would put it in good tax-exempt bonds and let it accrue.

# **Building Boom at School**

The boom on our college campuses, where enrollments will pass the 3-million mark and where construction demands are swelling, is being felt in the Housing & Home Finance Administration. Since last summer, HHFA has had requests for loans totaling almost \$500 million. During the previous four years, the total of all such requests was only \$300 million.

The loan applications cover classrooms, dormitories, dining halls, laboratories, etc. As of now, HHFA says
only about \$250-million of its \$750million college fund is uncommited.
Only a year and a half ago, government officials were forecasting that
the collegiate population would not
top 3-million until 1960. Now they
see perhaps 4-million by 1960, 5million by 1965. With these figures,
Congress will probably replenish the
lending authority next session.

### A Network of Film

A new TV network was born last month, operating entirely on film. The National Telefilm Associates Film Network, Inc. has contracted for 1½ hours on over one hundred stations. Initially, it will run feature films so far not shown on TV.

the world's fastest electric is

# EASIER TO OPERATE

than any other typewriter

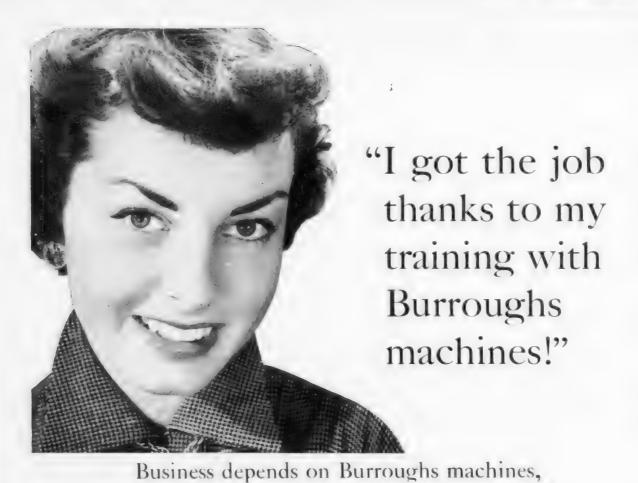
From its smallest inner part to its glare-free outer finish, the new SMITH-CORONA ELECTRIC TYPEWRITER was designed with the typist in mind. Its keyboard is sloped to match the natural movements of the hands. Its "live-action" keys are neither soft-and-spongy nor over-anxious—but perfectly in tune with the touch. It is the fastest of all electrics. It features more keyboard controls than any other. Call your local Smith-Corona representative for a demonstration—soon.





# **SMITH-CORONA ELECTRIC**

best business connection you ever made



so the Burroughs-trained operator gets the job

No wonder business students trained to handle Burroughs equipment have the inside track on the most wanted jobs after graduation!

More and more companies every day are switching to Burroughs business machines. And that means the demand for Burroughs-trained operators is at an all-time high.

In every way, Burroughs machines prove to be the best investment . . . they're simply designed, highly automatic, easy to use. Most students prefer to learn with them, and to use them on the job after graduation

And Burroughs offers training help and courses of instruction to help you train those students to qualify for the jobs they want. For full information, fill out this coupon and mail it at once.

Some of the training courses available include:



Ten-Key adding machines. The widely popular Burroughs Ten-Key can be mastered easily with its special touch-system method of teaching.



Sensimatic accounting machines. The course for the Burroughs Sensimatic includes practice materials consisting of actual bank and commercial posting media.





Calculating machines. A special course in "Learning the Burroughs Calculator" is designed to help guide your students in rapidly developing great skill on this machine.



Full-keyboard adding machines. Here's a thorough course in shortcut addition to help develop accuracy and speed on this type of adding machine.

WE DRESSED up a lobby display window last November for Open House Night of American Education Week. Rather than presenting a familiar display of trophies won by athletic teams as far back as 1920, the window contained a lively display illustrating our business-education program, for students, parents, and visitors. The display included modern office equipment, models, and examples of student work.

Ever since the new school building had opened in 1953, nothing had been done to enliven the display cases. Therefore, a paragraph was inserted by our principal in last year's Manual of Instructions for Teachers:

The south lobby display case is used by the teaching staff of the various subject fields for publicity relative to the achievements of and information for various subject fields of the school. The librarian, Mr. Walter Lund, with the subject-field chairmen, co-operatively plan a calendar for these displays. In preparing the display, they may solicit help of the teachers of the art and distributive-education departments.

The calendar for these displays assigned to the business-education department the two-week period, October 31 to November 11. The second week of this period was American Education Week, with Open House for parents and visitors scheduled for November 7. It was up to the business-education department to carry the ball that night. A two-day period was allowed for removing the machine-shop display of the previous two weeks and setting up the new display.

Carl Sulek, business-education department chairman, asked a teachers' committee to obtain materials for the display. The teachers' committee called on students, business concerns, the school's art and printing departments, and graduates now working in downtown business offices. Each group contributed material of value.

A mannequin was borrowed from the distributiveeducation department. A local department store provided the clothes for the mannequin. Each business teacher submitted a class project to be displayed or a piece of modern equipment to be shown.

Students in the clerical-practice class typed a fourpage booklet entitled, "Why Become a Business Student at Central High." The signs and backdrop were made by the commercial-art classes. Two models, Phyllis Threm and Phyllis Grant, both secretarial students, greeted visitors in the lobby and presented them with information on the tours of the school (see illustration). Other students were guides. Students in classrooms demonstrated office machines during the open house from 7:00-9:30 p.m.

The attention-getting qualities of the display window earned the enthusiasm of visitors and students alike. Condensed in one picture, "Tools for the Trade," was a preview of what our business curriculum offered. The chatter of voices, the pointing of fingers, and the beaming faces convinced us the project was worth while. Co-operation among the many departments made it possible. We are confident that we contributed to an increased use of displays by the entire school.

November, 1956 VOL. 37, NO. 3 BUSINESS EDUCATION WORLD



These girls welcomed visitors during AMERICAN EDUCATION WEEK, as we used one display window to

# PROMOTE BUSINESS EDUCATION ON PARENTS' NIGHT

JOHN ROMAN, Central High, Cincinnati

**B**EFORE I started to teach stenography and typewriting in New York City not long ago, an experienced teacher told me two important facts of teaching life—take care of classroom discipline at once, and do your clerical work carefully. Both were invaluable bits of advice.

# And yet, I wish someone had told me . . .

... that there is no orientation to the school system in general-no communication of those basic facts that all employers manage, in one way or another, to tell their employees. I'd like to have been told such things as what my basic duties and responsibilities were; when and how I would be paid, both as a substitute and as a regular teacher; where the money for my salary comes from; what the relations are between the State and City of New York and me, between schools, between the Board of Education and the schools; what my relations are to the Board of Examiners, as distinct from the Board of Education, and where the jurisdiction of the former ceases: to whom I owe documentary proofs, what they are, and when and where they must be presented; and who, located where, can give information expeditiously on matters relating to licensing. salary, and courses. (Though I can now make some guesses, I still don't know all the answers!) An orientation lecture might be impractical; but, if so, a brochure of welcome and introduction to the New York City school system would be all the more valuable. Something is needed to fill the gap.

• • • that there are first-, second-, and third-class substitute teachers. The third-class ("other than regular") sub-

stitutes are called each morning for daily work, to take the place of absent teachers. They may or may not have experience in the subject they will teach; many will not accept a regular term assignment.

All other substitutes are regularly assigne for the term or for several terms. These (I am among them) have held a genuine second-class status up to now, enjoying no job stability and not being paid for absences for illness, examinations called by the Board of Examiners, or holy-day observance. In addition, substitutes are denied the salary credit to which regular teachers would be entitled for experience (which means going up the salary scale). The tradition of different classes of teachers is so great that a regular teacher will blurt out, "Substitutes don't count," and, oddly enough, mean

All substitutes are in the first class, however, when work assignments are given; there is no difference between the assignments of regular and substitute teachers.

that some well-developed habits have to be sacrificed to those of teaching. Just one example: I am slowly losing my long span of concentration. I have to—the teaching day is divided into eight 40-minute periods with four minutes between! (Incidentally, I am learning to respect my feet as never before!)

... that I would be more tired as a result of teaching than I've ever been before. The teaching day, as everyone knows and feels bound to say, is relatively short; the "homework" makes it far longer. I'm sure I never fully appreciated before how much a teacher must do. Nor have I ever read anything describing the strain of the "personal appearance" before the class. This may not, at first glance, seem to be much of an excuse, because all jobs have their pressures and strains. Yet I must face, five times a week, seven large groups daily in quick succession, each time to find turned on me seventy or more eyes, neatly paired, behind which are thirty-five or more minds and bodies, each with its distinct and unique personality, complexities (or simplicities), character, motives, intentions, ideals, beliefs, home environment, and whatever else. I must take my mind and knowledge and so use it that these individual students will respond; I must observe and react at once; I must plan ahead and then abandon plans when necessary; I must adjust in four minutes to a different grade or subject. I must do these things seven times a day, five days a week. Well, I've heard that it's not so bad after the first ten years. I hope not.

wards in teaching cannot, for the most part, even be described. If nobody has yet successfully described love or defined electricity, then the satisfactions of teaching are also inexpressible. They are never-ending, occasionally incomplete, sometimes untraceable, and usually nebulous. There are still forces of mind meeting mind about which we know little.

paratory work for teaching—certainly not the philosophy of education or psychology of learning, not "general methods" or particular methods of teaching, not even the praiseworthy student teaching—not these or anything else now practiced in New York can ever even introduce the inex-

If you've been a cog in the machinery of a large city school system, you'll understand why this first-year teacher found herself baffled

# should have Told me ...

perienced teacher to the day-by-day problems and tensions of teaching.

I still recall the shock of my first day. I had been licensed as a substitute teacher, had been interviewed once, had been hired, and had met my colleagues in the department. I had received my teaching program, the books that would be used, the tyrannical bell schedule, a Delaney book, and bright new cards to fill it. Now I stood before each of my classes for the first timeand, for the first time, realized that, for all practical purposes, I was now called on to "lead" seven times a day, five days a week. I am frank to admit that my first term was a horror of simultaneous learnings of my own!

In almost all activities, everyone recognizes the limitations of the beginner. Indeed, for some time, the flow of work is directed "around" the beginner until he can adjust properly and gain a measure of self-confidence. Not so in teaching. At least, not so when the new teacher is thrown into the water at once and must either sink or swim.

Yes, I know the requirement about student teaching, and I certainly will not deprecate its value. But we should recognize that this value is limited. For one thing, the student teacher does not teach even one class daily; for another, she has still to learn that the methods by which she learned her subject have sometimes been deliberately slanted for potential teachers, whose learning process must be somewhat different from that of a student who will not teach; again, usually she is still with her college at heart, and the daily working division between college and the school where she practices teach ing does not encourage full concentration on the exigencies of her new profession.

When I read, not too long ago, of a suggestion that industry lend some of its scientists to schools to teach for a year, I wondered if anyone would dare to intimate that that year might serve only as a shattering introduction to teaching life! Somehow, the public has been allowed to believe that anyone can do the job of formal instruction. Yet would you let just anyone drill your teeth or figure your income tax?

# Now, I wish someone would tell me . . .

. . . why a graduate of an 'accredited college, meeting all teaching course requirements, has still to go through a series of written, oral-interview, physical, skill-performance, and classroom-teaching tests before being issued a regular license. Apart from the fact that most teachers have had substitute experience before applying for a regular license (which means that they have already passed some of the tests), the teacher under regular license must, in any event, spend three years on probation. For that matter, if we grant that all these tests are necessary, why should it take so long to process them? Oddly enough, though an "emergency" examination for substitute teachers can be completed in a matter of days, scheduled examinations take months, and sometimes years, to complete.

... why teachers must make application to individual schools in order to be employed. How does it happen that, in a city as large as this, a central vacanev-information center doesn't exist?

... why persons experienced in any other field should be expected to

come eagerly into teaching, when they would probably have to begin as substitutes and start at the bottom of the teaching wage scale. All large organizations have salary ranges, but this does not necessarily mean that the newcomer starts at the bottom—there is usually a certain amount of flexibility to compensate for experience; and where the newcomer must work "from the bottom up," only those with little or no experience are encouraged to take the job.

There is salary flexibility in teaching, too, but in an inflexible way. For example, regular teachers of business subjects will receive up to three years' salary increase for acceptable business experience (although the equation is not year-for-year); yet the increase does not apply to substitutes, who are expected to start at the bottom.

achievement is so low that we appear to honor every virtue except scholarship. Our athletes sport the school letter; at the end of every term, when report cards are distributed, we homeroom teachers distribute individual certificates for perfect attendance and outstanding citizenship records. But there is no regular, equivalent recognition for notable scholarship.

I have also been secretly appalled at the degradation of the high school diploma. How many of the laity can differentiate the general from the commercial and academic diplomas? Perhaps, in addition, we should have a fourth classification, a Certificate of Attendance—to be awarded to those who ought not, in all conscience, to be awarded a diploma at all.

... why, in all the panoply of knowledge in our college courses in

philosophy, psychology, and methods of education, one never hears the word "discipline." Yet discipline, in the meaning of "order as maintained in a classroom," is the wheel of both teaching and learning.

Methods courses should begin at the very beginning, with the discipline of the class, the students' attention and concentration, and how to achieve and maintain it. I have in mind not exhortation or pleading for compassionate understanding of the growing youngsters, but a course based on a situational approach, the case method. And if, in the act of gathering materials for such a course, our learned colleagues in the haunts of higher education should wander to the schools and classrooms where their own students will one day expend their energies, they will earn the gratitude of the prepared.

Also, somehow, the professional literature would never lead the inexperienced teacher to suspect that it is far more difficult to teach 40 than 25 students, that suggestions that might work very well in a class of 20 can be useless in a class of 40, or that we simply may not know how to handle some students.

Nor do the vague hints in lectures or the literature prepare one for the discovery that not all students are teachable-that we can, and sometimes unavoidably do, fail. Surely we do ourselves an injustice to allow the public to believe that all students can learn; when they don't, we are patently at fault. Knowing all this, I am still not sure why I should feel guilty when some students will have nothing to do with school; when I see high school students whose reading and writing abilities are negligible, or even nonexistent beyond the ability to write their names; when there simply isn't sufficient equipment or space or teach-

### **Orientation Booklet**

Beginning teachers and those who have transferred from other schools need help in adjusting to an unfamiliar school and community environment. A new booklet that shows how administrators and laymen can give this help is "Teacher Orientation—Off to a Good Start," published by the American Association of School Administrators, 1201 16th Street, N.W., Washington 6, D. C. Teachers who are already established can give new colleagues a hand by mentioning it.

ers to give these students the education warranted by their intelligence, interests, or aptitudes—but guilty I feel, nonetheless.

. . . why schools as large and as complicated as some of ours are do not catalogue and publish the activities of which their new teachers should be aware. I refer not merely to the locations of the various departments, guidance counselors, and book rooms; I refer also to such matters as the role of the staff relations committee, the purpose of the faculty conference, the work of the program committee, the jobs of the clerks, the procedure by which a teacher becomes a guidance counselor or a member of a school committee. It is not enough either to exhort us to "help carry the load" or to decry our contributions or our seeming unwillingness to do more than the very necessary-we are separated from our experienced colleagues by a very real barrier of ignorance.

Another thing: since it is manifestly impossible for a new teacher in a large school to meet all the other personnel at one time, why isn't a directory published? I feel ashamed to admit that I do not yet know the names of some half the department chairmen in our school, to say nothing of those teachers with whom I have not had contact.

... why, while we are at it, there are no "how to" suggestions in addition to the "what to do" regulations in administrative work. When there is a good way to accomplish the clerical job, the knowledge should be shared. Unfamiliarity with the material leads to an enormous waste of time in figuring out individually the most economical way to achieve the desired result, or else it reduces the teacher to the "plunging" technique, with subsequent backtracking. The school administration's "You can't tell teachers how to do it" (although, for the life of me, I can't see why not) leads to neither economic efficiency nor teachers' personal satisfaction. I have found my own solution: I retire with all pertinent papers to the one place to which all female teachers are likely to repair sometime during the day, and there I plead for guidance.

... why the "teacher-in-training" category cannot be revived. If nothing can take the place of consistent observation of experienced teachers—and,

when we get down to it, nothing cauthen at least the first term of teaching, if not the first year, should find the new teacher teaching possibly only three classes daily, leaving her with three periods in which to observe and one in which to assist the department chairman.

No new employee elsewhere is ever given the entire job at once, and the same thing should apply to inexperienced teachers. Yes, it would take two teachers-in-training for a term, or perhaps a year, to cover the classes of one regularly assigned teacher. But each would gain immeasurably in teaching ability and confidence, and therefore the students would be given the benefit of expert teaching earlier. I'm sorry to admit that I made not a single observation during my first term of teaching-I spent my one available period with my feet up and eyes closed, too spent to do more. To be sure, I felt pangs about the delinquency, because I am a conscientious soul, but the body willed otherwise.

... why department chairmen, whose first concern is presumably the improvement of instruction, cannot be relieved of some of their overwhelming load of other work so that they can do their real job. They teach; coordinate department activities; handle books, paper, equipment, and all records therefor; work out programs; act as the principal's "cabinet"; are the next higher court for classroom discipline cases; have the responsibility for training student teachers; assist the Board of Examiners in testing teachers-to-be; ad infinitum, ad nauseam. And although the salary differential between them and regular teachers at the top of the salary range is laughable, they are still expected to improve the level of instruction of all teachers in the department, and particularly the inexperienced people. This not only appears to be an impossibility in the sense of genuine training-it is an impossibility. And so teacher training flounders and founders.

... why chairmen of departments in a school appear to have differing ways of administering their departments. Some will rotate most or all classes among all teachers; others will designate the grade in which the teacher will teach, at least for the term. Some will interrupt a teacher's class for any announcement; others will do so only in urgent cases.

... why, with so many teacher organizations in existence, not one representative will approach the new teacher and ask for her support. For a long time, I received the notices of one group with their headquarters' instructions to the school representative still attached at the top; at no time did the name of our school representative appear. Later, this group sent out a contribution envelope and asked for new memberships. Well, the time was propitious; I made out my check, enclosed it, and tried to find the letterbox belonging to the name on the envelope, only to discover that the man had not been at the school for a year! After that, I no longer wanted so inept an organization to represent me or my interests.

# I wish I could tell a teacher who is even more of a novice than I am . . .

... to try to make a friend of an experienced teacher as soon as possible. I shall never forget my first friend: we lunched together, she encouraged my questions, advised me in advance about certain duties, questioned my teaching, told me when I had done well, gave me frank opinions, advanced new ideas-acted, in short, as a friendly, expert professional. There is no substitute for such an experience.

... to render unto the administrative Caesar that which is Caesar's. We must do much that is not direct teaching, and it can be done graciously. Besides, our standing as teachers may not depend solely on classroom abili-

... to meet the administrative staff as soon as possible, and to maintain as courteous a relationship with them as with the teaching staff. A teacher advised me to be sure to stop in at the administrative offices now and again, even when I had no business to transact. I tried it; while I can't point to any specific dividends, the gesture is appreciated, and the fact that they know my name makes me feel like an old hand in the school.

. . . to ask questions when you don't know or aren't sure. Nothing is quite so flattering as the request for one's opinion or the opportunity to sport one's greater knowledge, so you will seldom find yourself without an



answer. Quite apart from this, it is apparently part of the teaching initiation to have to ask many, many questions. (This results, no doubt, from insufficient training.) I remember being somewhat disgruntled at having to ask so many questions, probably because my ego could scarcely permit me to believe that I was that ignorant-until a teacher in my department, to whom I had spoken little, approached me to say that the experienced members of the department really preferred someone like me, who asked a lot of questions, to someone who asked none. After that, my questions caused me neither pangs of conscience nor sense of shame.

. . . to keep to a minimum the number of "new" things you might long to introduce the first time you teach a subject or grade, certainly during your first teaching year. There is so much for you to learn, and for the students as well, particularly when both you and the text are new to them, that your ends may not turn out to be quite so clearly defined as you would wish. But if you do possess a great professional conscience and an unconquerable desire to attempt something, be sure to obtain permission from vour superior.

. . . to keep an open mind in all new situations and, above all, to avoid griping unnecessarily. Griping is common to all endeavors, at all levels, in all jobs. One of the reasons it occurs frequently in teaching is, as I have already mentioned, that it is difficult to express the rewards of teaching. One can naturally boast of the number of units sold, or the volume of profits of the major appliance business, or the number of letters one has processed during the working day-but the intangibles of teaching do not permit the same discussion, even among teachers. Perhaps, too, in a day when even ideals have been leveled to relative values, there might be a secret shame at holding to such an old-fashioned virtue as satisfaction derived from unselfish dedication.

Also, the instinct to protect one's individuality is so strong that its submergence in what I personally call a "closed" system may result in grumbling where none is actually warranted. (To me, a "closed" system is any institution or organization that protection-teaching, Civil eniovs Service, the armed forces, or any job that carries tenure, as well as such private enterprises as public utilities.) I could not otherwise explain, for instance, the constant complaints of some (Continued on page 36)

# **TEACHING**

# THE

Second of Four Parts

'EXTRAS' IN

Show students the tricks they'll need to know to solve on-the-job problems

WE KNOW THAT stenographers do filing work; we know they answer telephones. We know they take dictation and transcribe it and do many, many other things. There have been many studies concerned with stenographic duties, and we have read them over and over. We don't know yet, however, very much about the sequence of these duties-the very nature of the jobs. In fact, I'm sure that few of us have ever taken time to tell our students just what a stenographic job comprises. This article will deal with this matter and will, I am sure, say many things that you readers will think are obvious. Perhaps they are obvious to us, but we are not sure that they are obvious to our students. Few of these things ever see print.

Remember our Jo? Every morning, she arrives at the office a little before starting time, so that she will be at her desk, ready for work, at 9:00. She often listens to the radio in the morning to find if there are traffic tie-ups because of snow or rain; and, on those days when the weather is inclement. she leaves a little early so that she won't be late. She has learned that bosses and supervisors don't appreciate continual tardiness-it upsets office routines. She also allows a minute or two to touch up her make-up, hairdo, and dress, so that she starts the day looking like a smart, efficient secretary.

Jo spends the first few minutes at her desk-dusting, checking her typewriter, seeing that she has enough supplies. She is often responsible for getting her own supplies or for requisitioning them from a central supplies department. Those supplies include several different kinds of letterheads, memo forms of different sizes, and several different kinds of envelopes, including intracompany envelopes. She checks her carbon paper and second sheets; she checks pencils or pens and gets them in working order, sharpened or filled. She sees that paper clips, rubber bands, ink, glue, staples, and everything else that she might possibly need, is at hand.

# Tools of Her Trade

She has her own desk, of courseher "work station," the supervisor calls it. She organizes it so that supplies are conveniently at hand. Her desk may be located in a large open office, with many other stenographic workers; it may be in the same room as her boss', or in a small anteroom just outside the boss' office. She probably has a telephone, and, if the company is of any size, a company telephone directory. There may be a buzzer system so that her boss can call her into his office. She may have an intercom "squawk box" on her desk. Her desk is her castle.

Now, Jo is ready for the day's work. Her first duties may involve a variety of things. We couldn't teach her in school what her routine would be, because it is different in every job, in every office. Perhaps she sorts and

opens mail. Perhaps she does a little clerical work while her boss is getting ready to dictate. She may busy herself with some other job or finish things that didn't get done vesterday.

Sooner or later, though, the boss calls her in to take dictation. Surprisingly, her biggest dictation load generally comes on Tuesday, and the smallest on Friday. The amount of time and the number of letters will vary greatly from office to office and from day to day. In an "average" week in an "average" office, she will take dictation on four or five days with six or seven letters per day. Letters will be mostly between 110 and 175 words in length.

As far as the dictation itself is concerned, every dictator seems to have his own way of doing things. There are, however, a number of similarities. There are no set patterns of speed in business-office dictation. There are similar patterns in the pacing of all dictators—all dictate slowly at times, all speak fluently and confidently at times, all sprint impulsively at times.

It is not surprising that all dictation follows such a pattern. To dictate, the businessman must create ideas, clothe them in appropriate words, and then speak these words. He thinks, creates, phrases, and speaks at different speeds; and, since this verbalizing process is common to all dictation, its reflection in parallel patterns is a natural result. There are differences in the dictation patterns, too.

# TRANSCRIPTION

H. H. GREEN, Gregg Division, Northwestern University, Chicago, Illinois

It is not always a matter of starting a letter gropingly, then picking up speed, and ending in a flash; there is no such pattern. There is no single pattern. Dictation speeds vary in another way. One man groping for a solution to a problem may speak very fluently (or not at all); another thinks faster (because his problem is simpler, or his experience with it is wider, or his mental processes are more rapid), but slows his speaking speed.

Most dictators are considerate about their talking speed. If they go too fast, they don't mind if the stenographer asks them to slow down. Of course, no businessman wants to be slowed down to a walk all the time, so the stenographer's shorthand speed should be up to a reasonable rate.

Jo borrows a corner of her boss' desk to rest her notebook on while taking dictation. More than half the time, however, the stenographer will not have a desk on which to place the notebook, so she will have to learn to take dictation while holding her notebook on the knee or up in the air. But this shouldn't be too severe a problem.

The boss may be interrupted during his dictation by telephone calls or by office visitors. He will usually sit at his desk while dictating, but occasionally he will meander around the office, gaze out the window, or stare unseeing at bookcases or pictures. He will usually be dictating from correspondence that is being answered, and he will usually hand that mate-

rial direct to the stenographer at the completion of each letter. The stenographer will then have adequate reference material at hand when she is transcribing.

The dictator, being human, will have mannerisms, but they should not interfere with note-taking efficiency. Mannerisms should simply be ignored. One of Jo's co-workers made this sage observation: "The first thing a secretary should learn is to concentrate, especially when it is necessary to take dictation in a large room where other typing and dictation is going on. After mastering this, nothing seems to interfere with your taking of dictation." Sooner or later the dictation is over. Jo picks up her things and goes back to her work station, where the process of transcription starts.

At the conclusion of the transcription, or just before lunch, or at quitting time if there is a great deal of correspondence, Jo takes the completed letters to the dictator for his signature. She retains carbon copies, but the enclosures and envelopes accompany each letter she hands him. The envelopes are usually placed at the top of the page with the address showing. This gives the dictator a final opportunity to check the letter for meaning and typographical correctness (although such a final proofreading should not be necessary). Satisfied that the letters are adequate,

(Continued at bottom of page 34)



# HOW TO PREPARE A REFERENCE FILE BOX FOR SHORTHAND

## MARGARET E. GAMBLE

Westminster College New Wilmington, Pennsylvania

HAVE YOU EVER said to yourself, "Where is that article I recently read on a new method of grading transcripts?" Or, "What method would be best to help Jane Doe increase her speed?" Or, "When should I start teaching transcription?"

You can find your answers quickly when they are assembled and ready for use in a 6- by 4-inch file box on your desk

Before my students in Methods of Teaching Shorthand began their practice teaching last semester, I helped them assemble a ready-reference file. We drew up a list of the most practical subject headings; arranged an index in alphabetical order; and gathered our source materials from textbooks, periodicals, and other publications in the business-education field.

When we were finished, we felt that we had a workable system. It instructed us in the various methods that teachers use in attaining the objectives of shorthand teaching; and it also gave us the scope of the entire field, indications of trends, a reminder of professional responsibilities in the classroom and community, wider horizons for research, and an elastic file for current suggestions.

Here, alphabetically arranged, are our subject headings, with descriptions. They may stimulate your acquisition of similar materials for use in a class on shorthand methods or for your individual convenience.

BLACKBOARD. We prepared file cards on the techniques of blackboard reading and drill, including the present inevitable use of "Rapid, Repetitive, Random, Unaided, and Concerted" practice; and the shorthand teacher's slogan, "Chalk in Hand."

CONVERSION. We filed the conversion table that shows how material counted for dictation in groups of 20 words a minute can easily be dictated at speeds from 40 to 160 warm.

CPS EXAMINATION. We included the qualifications that entitle a secretary to take the CPS examination, as well as the subject matter covered by the exam. Pride in our new professional standing and recognition of the high caliber of Certified Professional Secretaries are essential incentives for student teachers in the attainment of higher goals for themselves and a high standard of achievement for their students.

DICTATION. We noted dictation hints for teachers, suggestions on dictation during the theory course, dictation materials, syllabic intensity and the timing of dictation, directions for students in taking dictation, and the "how" and "when" of dictation.

EQUIPMENT. We covered the shorthand and transcription classrooms, their lighting and standard equipment. The learning environment includes the atmosphere created by participants—both by the students and the teacher.

FILMS. We pasted on cards a list of filmstrips—Secretarial Training Filmstrips, Gregg Shorthand Films, Business Etiquette Filmstrips, and "Careers for Cirls." (We illustrated the use of filmstrips by an actual showing and study of the six Gregg Shorthand films.)

FIRST DAY. Establishment of classroom routine, seating plans with provisions for left-handed writers and students
with physical handicaps, and "selling"
shorthand were primary topics for indexing, followed by the approaches for both
the reading and the writing method. We
also prepared cards on the age-old problems of (1) pen vs. pencil and (2) penmanship, because teachers using the writing
approach should brush up on these points.

GRADING. Since grading varies according to the many varied standards on many different levels of shorthand teaching, it is impossible to file exact scales; however, we filed methods for grading during the theory course, and for grading

transcripts, complete theory tests, fiveminute tests, and transcription tests.

HOMEWORK. We included in our file the standardization of homework assignments and the handling of homework during class time.

LESSON PLANS. Remembering that "demonstration" and "a minute saved is a minute earned" are paramount, we briefed and made a record of the chapters on "Suggested Lesson Patterns" and "Variation of Classroom Activities" for both "Science-Art" and "Language-Art" types of teaching from Methods of Teaching Shorthand, by Louis Leslie.

METHODS. What method obtains the best results for you? Marion Lamb's Your First Year of Shorthand gives a good comparison of the Brewington-Soutter, the Odell-Stuart, the Frick Analytical, the Skene-Walsh-Lomax, and the Functional methods. With these, we included a listing of a chapter from Leslie's Methods of Teaching Shorthand: "The Science-"The Language-Art Method, Method," "Seventeen Good Devices," and "Twenty-nine Shorthand Fallacies." We indicated the use of all methods at one time or another, depending on the stage of progress and the individual differences of teachers as well as students. We concluded with Leslie's chapter on "Ten Trends in the Development of Methods, which is not only a guide to present-day trends, but also points out "footpaths for the future.

MOTIVATION. Pertinent data from the Gregg Awards Booklet were stapled on a file card for ready reference. Current ideas, frequently found in *Business Teacher*, can be added; they may be valuable for either the classroom or the commercial club.

OBJECTIVES. We noted that standards may be required by states, city school systems, organizations of business educators, civil service, businesses and corporations, and individual educators. Objectives should be correlated to the student being taught; namely, the stenographer, the reporter, the teacher, or the author. Underlying all objectives is the presentation of a skill so that a student may write and transcribe legibly and correctly.

OFFICE-STYLE DICTATION. Material can be filed on the "when," "who," "how," and "why" of office-style dictation. As a starter, we listed the free book, Office Style Dictation, issued by the Comptometer School Division of Felt and Tarrant Manufacturing Company.

PERIODICALS. The various periodicals should be included so that the teacher may send for those that are free, subscribe to those included in her professional memberships and those that she may want independently, and be familiar with the ones that should be in the library.

PRINCIPLES. We listed four teaching principles: 1. Motivate the subject as a whole and each topic as a subject; 2. Teach from the known to the unknown; 3. Teach from the simple to the complex; 4. Teach through the eyes as well as the ears. We also included two laws of learn(Continued on page 37)

# Retailing Prepares Your Students



# For Homemaking, Too

HAVE YOU EVER stopped to think how distributive education is an excellent training ground for your future homemakers and mothers? No training should be so narrowly vocational that it excludes the business of living, and for most women this business of living includes running a home and raising a family.

We teachers should emphasize these points—first, when recruiting students; and then, as an underlying theme of class work. Narrowing the distributive field to selling, let us look at some of the abilities considered highly important to success. Then let us see if they are not also important in rearing a family.

Social Ability. Tell your students to enter retailing only if they like people, think people have a right to be different, and get a wonderful feeling when they have helped someone. What makes this world a pretty wonderful one? People! Do your students agree? If they do, their careers are already three-fourths successful.

Selling requires that the salesperson talk and act pleasantly. But isn't it just as important for the mother to do the same? In either the store or the home, a few disagreeable remarks in the first fifteen minutes on duty are apt to set an unpleasant mood that will last the whole day.

Good mental and physical health probably have more to do with a pleasant manner than all external forces put together. Everyone has times when circumstances make him short-tempered. But there is no doubt that a pleasant personality on one side brings out the best in the other person. How can

### JANE SHANNON

Graduate Student, Columbia University

the customer really become irate if the salesperson deluges her with courteous service when an item is out of stock?

Try to show the student how much more effective is his "I'm sorry," when it is backed by genuine feeling. A mother can't just tell her children she is sorry when they trip over their toys—she has to feel sorry (even if they could have walked around the toy) or they catch on quickly.

The ability to speak grammatically is important anywhere. The mother is all-important here; for, if she speaks well, her child won't require remedial training when he takes a sales course—or any type of course. The five year old's "unpossible" is a logical error; it doesn't fall into the same class with "them kids is." Have the students listen to themselves. If they can hear what's wrong, they are on the road to improvement.

Under social ability, we might also mention personal appearance. Good grooming is of equal importance to the salesperson and the mother. It is an invaluable morale booster.

Physical Ability. Both the salesperson and the mother spend many hours on their feet, lifting boxes or children, reaching up to shelves or kitchen closets, arranging displays or furniture. Each must take measures to prevent tiredness. A proper posture and well-fitting shoes help a good deal. Each worker also needs a break in her routine. Studies show that an individual

becomes far less weary when he has frequent changes of pace.

Advisory Ability. A salesperson is required to help her customers to define their wants in terms of the goods available and then to select the goods that will satisfy these wants. This, at times, may seem like the biggest problem since Copernicus struggled with the center of the universe.

The salesperson has to recognize types of people and then throw all her ingenuity into the situation. She has to know her merchandise above the counter, beneath the counter, and in the storeroom. She has to display her merchandise effectively. She has to persuade the customer to *feel* soft cashmere or smooth leather, for this often creates a desire for ownership.

Does the mother need these abilities? She has to know what toy is best for what child at what age, what discipline is constructive and what destructive. She has to display apples so effectively that they shut off visions of candy. Convincing a customer that it is pearls, not a singing telegram, that she should send to her sister, is no more noteworthy a feat than convincing a three-year-old that it is a toy tool kit and not his daddy's hammer and nails that he wants to use.

Service Ability. A salesperson should be able to read, write, and compute rapidly and accurately. The store must stand behind any word, any figure, any calculation the salesgirl makes on her ticket. Too many errors will surely cause dismissal. But Mother, with Baby squealing in a highchair, with

(Continued on page 35)

I. DAVID SATLOW

Thomas Jefferson High School, Brooklyn, N.Y.

# bookkeeping classroom management

# How to organize and conduct your bookkeeping class

BY FAR the most common and least expensive objective aid available to the bookkeeping teacher is the chalkboard. From a purely psychological point of view, the chalkboard makes learning possible through multiple-sense appeal—the visual sense; the auditory sense; and, in the case of students who work at the board, the motor sense as well.

The use of the chalkboard is one way to eliminate the criticism of excessive verbalism that is often leveled at bookkeeping teachers. It is hard to deny that there is something almost magical about a visual appeal. The popularity of the expression, "Do you see what I mean?" shows how common is the assumption that seeing is understanding.

By combining student participation with the wise utilization of chalk-boards, the teacher can conserve his voice and focus his attention on the class as a whole as well as on its individual members. Certainly, when students hold the center of the stage at the chalkboards, the teacher has an

excellent opportunity to learn a number of things about those who remain seated.

As a preliminary to discussion, let me list the physical factors to be considered in using the chalkboard:

(1) If too many encumbrances obstruct the view of any board, it should not be used.

(2) The room should be illuminated for optimum reflection of light on the chalkboard. Thus, some rooms would require more sunlight, others more artificial light; some would require the lowering of the shades, others the raising of the shades.

(3) The work should be written legibly and neatly and should be clearly visible from all parts of the room. Students with poor vision should be seated near the boards or should feel free to move to a location that is near the board being used.

At the outset, the teacher should realize that the chalkboard, like any other instrument of instruction, can be used well or poorly. Pure inspiration will work far less successfully

than careful planning. And the planning should grow out of consideration of the questions: "What shall I place (or have placed) on the boards?" "When should it be placed?" and "Which boards should be used?" The plan should indicate the particular point in the lesson that the material is to be placed on the board, the particular board that is to be used, and the particular point at which it is to be referred to. In addition, the teacher should be discriminating in the use of the boards. He should know in advance what material is to be erased summarily and what material is to remain in view throughout the period.

The very placement of the material is important. In using specific chalk-boards, one must consider the significance of the material and the sequential flow of the work, so that student attention is continuous.

The expert user of the chalkboard will attach to his plan sheet several index cards for distribution to the first few students who enter the room. Each of the cards indicates specifically

# 3. USING THE CHALKBOARD EFFECTIVELY

what the student is to write on the board and which board he is to use. Thus, one card might show the new homework assignment to be written on a board that has been earmarked to be used each day for that purpose. Another card might instruct the student to set up a cash-receipts journal on the center front board; a third might call for the placement of six Taccounts on a board to the right of the journal; still another might have four transactions that are to be written on the side board. In the postlesson evaluation, one or two of the cards might be revised, or their sequence modified, before the plan is filed away for possible future use.

Sound "housekeeping" calls for all chalkboards to be clean and ready for use at the beginning of the period. A suggestion: deputize this task in each class to one student, whose duty it will be to clean all boards at the beginning and at the end of each period as well as to see to it that chalk (both white and colored), board erasers, and board rulers are on hand.

Three mechanical devices that facilitate work at the boards are: (1) the etched board, (2) a board stencil, and (3) a guide panel for the ruling of columns.

The etched board is permanently ruled, in the form of a ledger account, general journal, or any predetermined columnarization. It is prepared by ruling the board with a firm screwdriver or sharp chisel. It has the advantage of permanence-there is no need for re-ruling the boards daily. Its disadvantage lies in the fact that a board, once etched, cannot be used for other types of forms and rulings; it should be used for a form or ruling that is needed often in bookkeeping work. A modification of the etched board is the painted board, which has columns painted on its surface.

### Other Devices

The board stencil is an interesting device made from a window shade on a self-winding spring roller. The outline of the form desired is punched or burned through the shade, which is then rolled and mounted on the frame above the board. When the form is to be used, the shade is unwound or lowered; and a board eraser covered with chalk dust is run across the surface of the lowered shade,

leaving the columnar outline on the board. When the stencil shade is rolled up, the board is ready for use. The advantage of the roller stencil lies in the speed with which it can be used; its disadvantage is its mechanical nature: the spring can be overwound or otherwise damaged as a result of careless handling.

The guide panel is a narrow plywood strip that is made to fit on two hooks driven into the upper border of the chalkboard. On the strip are neatly lettered captions for the columns and the upper part of each column ruling. A student at the board simply uses chalk to extend the column rulings downward. Various panels for setting up the standard ledger account, the Boston (or self-balancing) ledger, the two-column journal, the six-column general journal, various cash journals, the sales journal, the purchases journal, and the weekly payroll are in use in a number of classrooms with marked success.

All these teacher-made devices serve a significant purpose: they save time on the ruling of chalkboards and speed up class work. They should be employed more widely.

As part of the preparation for each lesson, the teacher should have on hand the particular mechanical device or devices that will be needed during the lesson, to avoid delays and resulting discipline problems.

While the class is entering the room, columns that will be required during the lesson should be set up on the boards. Likewise, if a balance sheet is to be used as a point of contact for the lesson, or if business forms are to be prepared in class by students, the form of the balance sheet or a blank form of the business paper should be placed on the board at the beginning of the period.

Another beginning - of - the - period use of the chalkboard is the writing of instructions for a warmup quiz or of preparatory-drill materials. This precaution makes for promptness in beginning the work at hand, obviates the necessity of repeating instructions, and eliminates confusion. Similarly, the board can be brought into play several minutes later; when the quiz is over, the solution can be displayed by one or more students.

Through proper use of the chalkboards, the previous night's home-



work assignment can be disposed of with dispatch. If the teacher announces in advance that anyone who places his homework on the board will be awarded a "10," he will find a host of students rushing in daily before class to earn their "10's." In fact, some class members will eventually protest that they do not get a chance to write their work, since all boards are taken by the time they arrive from distant corners of the building. The teacher can then set a maximum

quota of 10's to be earned by any student and can also keep diligent students active by stating that, if everyone has arrived and any problem has not been placed on the board, those who have filled their quota may go to the board. This system results in keen competition to get to the boards; and, with all the work clearly before the class, the checkup on the homework consumes very little time. Specific difficulties may be anticipated: for example, it might be well to use a side board to compute a specific remittance.

A word of caution: not all the homework need be placed on the boards, and not all that is placed there requires elaborate review. Some of it is obvious; by devoting time only to the difficult or troublesome part of the work, the teacher can collect the papers with dispatch, clear the boards rapidly, and spend most of the period on new work.

The teacher can facilitate the introduction of new work by placing a motivating problem on the board. Student attention focuses more easily on the board than on oral instructions. Likewise, at the appropriate point, the aim of the lesson can be written on one of the boards, where it can remain in full view for reference at strategic points.

The presentation or development of a new concept can be enhanced through the use of diagrams or algorisms on the chalkboard. For that matter, it is most confusing to compute interest—or, worse yet, the net proceeds on a discounted note—without using the board. The explanation of depreciation becomes more graphic when it is accompanied by a diagram showing an article's decline over the years from its original price to its final scrap value. Of course, only the boards that are fully visible to all students should be used for purposes of illustration.

As the lesson progresses, key concepts and basic terms should be placed prominently on the board, and model solutions should be exhibited as guides for the written work of students at their seats. Difficult transactions should be analyzed on the chalkboard, in terms of their effect on the firm's assets, liabilities, and capital, before the class agrees on the entry that is called for.

The skillful teacher will send a student or a group to do a computation at a side board when a sum is in doubt or in dispute, while the rest of the class proceeds with another part of the lesson.

In connection with the drill part of any lesson, a student or a row of students can be sent to the board to work on a problem, either while the others are working at their desks or after a number of them have completed their work. (Incidentally, a teacher will help to develop adult working habits by eliminating "crutches" as students grow in their bookkeeping skills; at first, however, he should insist on inclusion of all labels and intermediate steps as guides to proper habit formation.

Medial and final summaries should be written on the boards as they are arrived at. The notes entered in students' notebooks are clearest when they are transcribed from the chalkboards. In any systematically conducted bookkeeping class, the board work will show a continuity of development that reflects the flow of work during the lesson.

### No Extra Effort

This discussion of the use of the chalkboard may seem fairly elaborate. but the suggestions made here do not entail any more effort on the teacher's part than does the pure "talk fest" without the aid of the board. In fact, it often drains less teacher energy, because most of the work at the boards can be done by students, with the teacher at the sidelines. Furthermore, if the work is mastered because of the lucidity and sustained interest of this method, no verbal repeat performance by the teacher is required. The degree of sustained interest depends on the extent to which the class membersall of them, not just one or two-are afforded the opportunity to work at the boards.

Students who place work on the boards should go over it, and it should be appraised critically by their classmates. The teacher's self-control pays dividends here; he must resist the temptation to "take over."

Several work habits should be promoted by the bookkeeping teacher in connection with board work. Students' names should head their work. Boards should be properly ruled and neatly arranged, with all the work written legibly and large enough to be visible from all parts of the room. Appropriate business symbols (\$, @, %) should be used, and everything should be identified properly.

Work should be placed on the board promptly and efficiently. Students

should know how to hold chalk with the proper slant, in order to avoid a screeching sound. Board rulers should be used; so often, we see poor freehand drawing of lines, while rulers rest unused on the board sills. The same criticism applies to the use of board erasers—teachers as well as students are victims of the lazy habit of erasing with their fingers.

For emphasis, colored chalk can be used. Arrows and connecting lines can serve as illustrative aids. One additional chalkboard aid that is not seen as often as it might be is the board pointer. Not only is it effective for focusing the attention of the class, but it also enables a student who is reciting to stand away from the board and allow a clear view of it. For that matter, a board ruler can serve as a board pointer—the function is more important than the form.

The teacher should use different boards at different times, so that the opportunity to be near the board work is equalized among the various sections of the room. To avoid confusion, the teacher should signal the board monitor to remove materials from the boards when they are no longer needed. Furthermore, students who recite on their work can be encouraged to remove the solution immediately after it has been reviewed. And always, at the end of the period, the boards should be cleaned by the monitor selected for the purpose very early in the term. Of course, erasers should be cleaned and boards washed periodically.

Boards should be used to capacity. At the same time, the work should be significant and germane to the lesson. No time and effort should be consumed in writing work that a duplicator can prepare more efficiently.

Board work should hold the interest of the class. If it does not, the teacher should examine his modus operandi. Do many students have the opportunity to work at the board, or is it limited to a few? Does the class go over the work? Is it supplemented by oral discussion and by written work at the seats? Is there judicious praise by the teacher for good board work or for improvement in such work?

The purpose of this article has not been to present the chalkboard as the be-all and end-all of bookkeeping instruction. The chalkboard is, however, the least expensive and most common objective aid; and, as such, it deserves to be highlighted.

(Part four will appear next month)

# You Can READ FASTER and BETTER



# 7. (A) How to PREVIEW

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BEFORE YOU BUY A CAR, you shop. You look over the various makes and size up their appearance, special features, colors, promise of good performance, and price. Similarly, you should "shop" before you "buy" an article to read. By "shop," we mean make a preview; by "buy" we mean read the whole selection. A book, chapter, or article has certain characteristics that will afford you valuable prereading insights.

In some cases, the preview will provide you with all the information you desire; and you won't find it necessary to read the selection at all. In other cases, the preview will strengthen your motive for reading and pave the way for speedier and more complete coverage of the printed page.

Here's how to preview:

• The first step is to study the title. It gives you advance information in regard to the subject discussed. If you decide to read the selection, you can do so in terms of the promise that the title holds out.

 Next, glance through the article to see if subheadings are used. If so, they will indicate to you the major topics in the author's outline. Sometimes they will tell you all you need to know; at other times they will serve as door-openers to better understanding of the text that follows.

• If any visual aids—pictures, maps, graphs, or charts—are furnished, turn your attention to them next; study them for meaning.

• As a fourth step, ask yourself what the author's purpose was in writing this article. This question will, in turn, lead you to an identification of the pattern of writing—sharing ex-

perience, imparting information, opinion and reasons, question and answer, or conclusion and substantiation. [These patterns were discussed in last month's installment.—Editor]

• Next, examine the length of the paragraphs. Turn the pages quickly and find out whether most of the paragraphs are short, medium, or long. Remember, each paragraph is a thought unit. One main idea is developed in each. If there are many short paragraphs, the article is probably heavy with detailed ideas. If the paragraphs are long, the text is probably "coarse"—that is, relatively few ideas will be developed.

• Finally, estimate how long it will take you to read the article. Count the words in a few lines to find the average number of words per line; then multiply this number by the number of lines in the article. Once you have estimated the total number of words in the article, decide how long it should take you to read it. Don't be easy with yourself—set as short a time limit as you think you can possibly meet, then live up to it.

### **Practice Exercise**

Apply these techniques in the selection that follows. This article is not accompanied by a picture, map, or graph; so, studying visual aids is one technique that you will not be able to apply in this case. All the others, however, you should use.

Follow these instructions:

1. Study the title.

2. Extract all the information you can from the subheadings.

3. Decide on the author's pattern of writing.

4. Note length of paragraphs.

5. Estimate the number of words and set a time limit for yourself. (Keep in mind the pattern of writing and the length of the paragraphs when you estimate speed.)

6. Jot down your beginning time and read the selection. When you have finished, note your ending time in the appropriate space.

7. Force your speed as much as you can without sacrificing detailed meanings. This article is of the technical type, on which you need more practice at this time. Your comprehension of detailed facts will be checked following your reading.

# ELECTRICAL SAFETY AFFORDED BY STEEL CONDUITS

Each year about 250,000 tons of rigid steel conduit is produced, on the average, to help protect buildings against electric service failures and fires. The conduit is a steel tube which has especially good bending properties. It is installed in buildings to provide passageways for the electric system.

In addition to rigid steel conduit and electrical metallic tubing, other types of steel raceways are made which also have wide application. They include flexible steel conduit and armored cable, surface metal raceways, underfloor raceways, cellular floor raceways and wireways.

Rigid steel conduit is widely used in commercial, residential, industrial, and farm buildings. Its use is specified by the National Electrical Code in hazardous locations where explosive atmospheres

Conduit installations are recognized by building officials, design engineers, and insurance companies as the safest wiring method. The steel protects the wiring system from mechanical damage, such as cutting or crushing, during the building construction period. Properly installed, conduit seals the entire electrical system against the entrance of water, chemicals, and explosive gases or dusts. Steel conduit also confines arcing and sparking that may occur as the result of short circuits or loose connections, and helps to dissipate heat due to overloading of the circuit, thus minimizing the fire hazard.

(Continued on next page)

### **Rewiring Facilitated**

Installations of rigid steel conduit provide flexibility of tenancy in a building by permitting replacement of existing wires with larger ones or the addition of more circuits as the increasing demands of the occupancy require. For example, a large skyscraper in New York was able to convert easily to the needs of a tenant with many electronic business machines by running new wiring through the existing 21/2 miles of conduit.

Rigid steel conduit is manufactured from special steel pipe by steel mills and by other fabricators. The tubing is first thoroughly cleansed. The ends are then threaded and chamfered. Finally, the tubing is given a zinc or enamel coating. Zinc-coated conduit is given an additional coating of lacquer to provide a hard, smooth interior surface, which facilitates pulling in the wires.

Paper Once Used

The need for electrical conduit began seventy-five years ago with Edison's invention of the electric light. Early conduit was made of zinc, copper, brass, paper, or combinations of those materials. About 1894, wrought-iron gas pipe lined with paper was first used for the purpose because it was stronger and good threaded joints were possible. Shortly thereafter, insulated electrical wire eliminated the need for paper linings, and in 1897, enameled steel conduit came into use. About the turn of the century, zinccoated rigid steel conduit was put into service. In 1928, a lighter weight conduit, called electrical metallic tubing, was introduced, which likewise found immediate acceptance. Over 60,000 miles of this latter product was also made in 1953.

### **EMT Has Advantages**

Electrical metallic tubing, fabricated from steel strip, has applications similar to rigid steel conduit and is used in all types of buildings. It is also recognized by the National Electrical Code for use in hazardous locations where it is not subjected to severe mechanical injury or to extreme corrosive conditions.

The principal advantages of electrical metallic tubing-commonly referred to as EMT-are its light weight and consequent easy handling and bending. Joints and connections are made with threadless fittings

Monthly production of EMT is now at the rate of 34,000,000 feet. In terms of an average 1-inch size, that output would require about 130,000 tons of steel strip annually.

Other steel raceway and accessory products account for about 200,000 tons more steel per year.-Steel Facts, October, 1954, p. 7

Record your total reading time in the table shown, and estimate your rate by using the rate scale.

The article that you just read contains detailed facts, so your speed in reading it should be compared with your speed in reading the factual material in Practice Section II in the preceding installment. Your rate of reading the selection just finished should show an increase over the score you made in reading this type of material in the last installment, but of course you can't expect it to be as high as the scores you make in reading easy, nontechnical material.

# **Total Time:** Reading Rate: Comprehension Score:

# **Comprehension Check**

Write "True" or "False" before each of the following statements. If any part of a statement is incorrect, the statement is false

1. Rigid conduit is a steel tube that cannot be bent.

2. The conduit is installed in buildings to provide passageways for the electric system.

Some advantages enumerated for a conduit system are: it seals the electric system from water, chemicals, and explosive gases; it minimizes the fire hazard; it is inexpensive.

4. Rigid steel conduit is manufactured at the present time from special steel pipe.

The process used in manufacturing conduit at the present time includes these steps: it is cleansed, threaded, and chamfered; covered with zinc or enamel coating; and lined with paper.

6. The need for electric conduit

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### electric light. Early conduit was made from zinc, copper, brass, plastics, cement, or a combination of these. 8. Installations of rigid steel conduit provide for flexibility of tenancy by permitting replacement of existing wires with larger ones. 9. Electrical metallic tubing is

began seventy-five years ago with Edison's invention of the

made of an entirely different metal from that used in rigid steel conduit.

10. The principal advantages of electrical metallic tubing are its light weight and easy handling and bending.

Check your answers with this key, and record your comprehension score on the table provided earlier.

	Tour co . a co				
1. Fa	lse	4.	True	8.	True
2. Tr	ue	5.	False	9.	False
3. Fa	lse	6.	True	10.	True
		7.	False		

# Follow-Up Practice

Continue to practice during definite periods each evening. Devote increasing amounts of time at this stage to practice that is designed to increase speed and comprehension in reading detailed factual material.

Try making a preview of everything you read, both material that you read informally as a part of your work or recreational activities and that which you read during your regular practice periods.

# B) How to SKIM

N THESE TIMES, highly developed skill in skimming is one of the most valuable reading assets that an adult can possess. Skimming enables one to select quickly material that he wants to read and to discard what does not interest him. He can face a desk piled with miscellaneous papers and, within a minute, toss into the basket those that hold no interest for him, stack in a pile those that he needs to read carefully, and place in another pile those that he may again skim for main ideas. Probably two-thirds of the stack on his desk can be disposed of through the skimming technique, and this includes correspondence.

Clearing a desk quickly is not the only function of skimming. All of us

find the skimming technique useful in newspaper and magazine reading. We skim to find the articles we wish to read. In selecting a book, we skim through three or four volumes for general impressions. In selecting a factual chapter or article in either a book or a magazine, it is helpful to be able to locate a topic of special interest by skimming. If we want to search for one particular fact, then rapid skimming ability is an invaluable aid. Proficiency in skimming is really basic in achieving the ability to conquer the reading situation in this high-tempo age.

Though skimming is the most useful of the reading skills, it is also the most complex. Skimming is a hierarchy that is built on and utilizes all other reading skills that have already been discussed in this book. That is why this installment is the last instructional installment to be presented. There is no easy trick that will enable you immediately to become an expert in skimming. Everything that you have done so far has built the foundation. New techniques will be suggested in this installment. A high degree of proficiency can come only as a result of stepped-up practice in applying both the old and the new techniques in the right proportions at the right times.

A strong purpose is absolutely essential in successful skimming. It must be clearly formulated and kept uppermost in your consciousness, for how can you skim unless you know what you are skimming for? Is it to find something that you may enjoy as recreational reading? Is it to find an informative article that will contribute to your professional or general knowledge? Is it to find main ideas or just one specific fact? Is it to grasp the meaning of something to which you must give attention in your work? Whatever your reason for skimming, cleave to it. If you wander away from this one dominant purpose, you are

In skimming, you need to force your speed as described in the second installment, but with still greater momentum behind it. You ruthlessly "step over" whole passages of content as your eyes fleetingly search for something that you want. So, one new attitude that you must cultivate is that of disregarding many words. Fortify your conscience against the habit of looking at every word, as you have to do in reading detailed, factual material. In skimming, be satisfied to catch meaningful phrases here and there. The nouns and verbs are important, but you need waste no time in reading such words as a, the, that in, and at.

A different type of eye movement, also, is often used in skimming. In the second installment, you were urged to let your eyes move fleetingly across the lines, pausing briefly two or three times to pick up an "eyeful" of words in each line. In skimming, your eyes must move even more swiftly, and instead of passing rhythmically across lines, they may often dart in one quick flash from the top to the bottom of the page. Some

advanced skimmers frequently sweep their eves straight down the middle of the page or column without moving them either right or left; they depend on catching enough meaning from the four or five words that they perceive in the middle of the lines to convey to them the general import of the entire page. Others prefer to sweep their eves from top to bottom on the left side of the column or page, believing that the first few words in the first line or two of each paragraph are the most meaningful samples of content: Still others fleetingly cover all of the first two or three lines of a paragraph, from left to right, then sweep down through the middle of the paragraph to the last sentence, where they again skim the sentence in its entirety. Use the technique that seems best adapted to your own needs.

Changing your speed technique is not the only consideration in developing a high degree of proficiency in skimming. Knowing how to make a preview (as discussed in the first part of this installment) is also of prime importance. If you wish to skim a book, flash your eyes over the table of contents (if any) and the chapter titles. Should any of these titles arouse your interest, note any subheadings and visual aids provided.

If the book is factual in nature, it will probably contain an index. If you are interested in just one topic that is treated in the book, skim the index for the one word that names the topic, then turn quickly to the designated page or pages.

If, after you preview, you decide that you would like to skim the content of a chapter or article as a whole or in parts, use these two other techniques: (1) Find the main idea (as discussed in the third installment), and (2) identify patterns of writing (discussed in last month's installment).

If you discover that the author has used the relating-experience or the imparting-information pattern, and you wish to get only his most important ideas, then use your technique of quickly locating the main idea in each paragraph. Once you find the main idea, don't bother to read further. With a quick flash of your eyes, locate the important idea in the next paragraph, and so on. With practice, you can become highly skilled in skimming for main ideas. Watch out for the "signposts," though, as you race along. If you note the "go ahead"

and "sharp turn" words that were discussed in the fourth installment, you may save much loss of time in retracing your steps.

Should the author's pattern be the question-and-answer, the opinion-andreasons, or the substantiated-facts type, then you will find that any one of these particular patterns facilitates your skimming process in locating the important idea. Should the questionand-answer pattern be used, all you have to do is skim until you find the answer. If the opinion-and-reasons pattern is used, perhaps all you will care to do is to skim for the opinion. omitting the detailed reasons that follow. If the pattern used is that of substantiated facts, perhaps you will just skim for the main fact, and not bother about the several lines given over to substantiations.

### **Practice Exercise**

In skimming the following article, put into practice some of the things that you have been reading about. Take only one minute to skim this article. You will be asked one question on the main thought in each of the five paragraphs. During this one minute: glance at the title, decide on the pattern of writing, formulate your purpose for reading the article, glance quickly at the subheadings, take in the first and perhaps the second sentence of each paragraph with a swift glance, then proceed to sweep your eyes straight down through the middle of the rest of the paragraph, catching only what you can see in the middle of the line. (It would be a good idea to skim the last sentence of each paragraph as a whole.)

Glance at your watch, planning to stop in one minute.

# WHAT WAS IT? IT WAS CLEARLY A PETUNIA

It all began some time ago when the days were still warm. The lady of the house started it by saying she would like to have a potted geranium in the kitchen window during the winter, since there would be no garden to look out upon until late next spring. Later, the gardener, inspecting a small bed where perennials for next season were taking root, found growing between two rows of carnations what clearly was a misplaced petuniavery small, very young, and very determined. With a true gardener's sense of thrift, instead of pulling up and throwing away what clearly was a petunia, the gardener obtained a large flower pot, carefully lifted the plant into it, and brought (Continued on page 38)



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# Recognized Accreditation Of Business Schools ULT of action taken Is Here

A S THE RESULT of action taken late last August, the Accrediting Commission for Business Schools (ACBS) has been approved by the U. S. Commissioner of Education and has been placed on the list of "nationally recognized accrediting agencies and associations," under the provisions of Public Law 550.

The chairman of the Commission, in notifying the accredited schools of this recognition, stated:

Naturally we are much pleased with this decision, which gives a greater degree of educational standing to the busi ness schools of the country than they have heretofore enjoyed. It is, in the opinion of many business school leaders, one of the greatest achievements in our field during the last generation.

. . . The requirements of the U. S. Office of Education have been exacting. Nevertheless, the negotiations have been carried on in a friendly and co-operative manner, and your Commission is justifiably proud that its efforts have been crowned with success.

With recognition come responsibilities. Schools accredited by ACBS now have a heavy obligation to continue to operate JAY W. MILLER

Chairman, Accrediting Commission for Business Schools President, Goldey Beacom School of Business, Wilmington, Delaware

on a high level of educational responsibility. The eyes of the educational world are upon us, and we cannot afford to conduct ourselves other than in a manner that meets universal approval.

I. W. Stevens, president of the National Association and Council of Business Schools, in a letter to the business school executives of the country, stated:

Since ACBS is created and sponsored by NACBS, we naturally take pride in its achievements and congratulate the members of the Commission in having reached a goal for which they have been striving for a long time.

ACBS is a service organization. It is not a membership organization. You cannot "join" ACBS. You may, of course, apply for accreditation by ACBS and, if successful, be listed in the next official

directory of schools accredited by ACBS, the nationally recognized accrediting agency in the business school field.

Traditionally, business schools, themselves a product of the private enterprise system, have been organized and conducted with little or no regulation. The business school manager pointed with pride to the success of his graduates as the only "accreditation" he needed.

Gradually, some of the states enacted legislation to regulate their own business schools, with the avowed purpose of encouraging the good schools and discouraging the poor ones. The schools began to realize that selfstyled accreditation was of little value

# SOME PROMINENT SUPPORTERS OF THE ACBS PROGRAM

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in commanding the respect of the educational public.

The first sound plan of accreditation was largely the result of research made by the late F. G. Nichols, formerly of Harvard University, who was then serving as research director of Business Education Research Associates (BERA). In line with Nichols' recommendations, BERA sought the co-operation of the National Office Management Association (NOMA); and BERA and NOMA jointly created and sponsored the National Accreditation Authority for Private Business Schools (NAA). Paul Lomax, then of New York University, served as NAA chairman, and the late H. N. Rasley, of Burdett College, Boston, as cochairman. Approximately forty schools were accredited by NAA.

Efforts were made to include the National Association and Council of Business Schools (NACBS) as a joint sponsor of the NAA. The board of directors of NACBS voted to approve such joint sponsorship, but the proposal failed to gain the support of a majority of NACBS members.

In 1952, NACBS voted to create and sponsor the Accrediting Commission for Business Schools. NAA and the California Council of Business Schools, which had also done pioneer work on accreditation, agreed to merge their accrediting activities with ACBS, and many of their techniques and procedures were incorporated in its pro-

Invaluable service has been rendered to the Commission by Doctors Holley and Fisk (see box above), who have been members of the Commission since its organization.

The first Commission began by attempting to classify schools in eight categories. This proved unwieldy and impracticable, so ACBS now employs four categories: one-year business schools, two-year business schools, junior colleges of business and specialized colleges of business (fourvear schools).

In seeking recognition for ACBS, members of the Commission sent personal letters to educational leaders, state approval agencies, government officials, employers, and the business schools, enclosing a copy of the ACBS Directory and Operating Criteria and seeking frank opinions of the basic philosophy expressed. Friendliness and warm approval were characteristic of the replies.

The introduction to the 1956-57 Directory and Operating Criteria of ACBS states:

Accreditation has been a much misunderstood word in American education, including the private business school field.

It has been confused with "approval" by some agency or association and has at times been incorrectly based on membership in some national association of business schools.

Accreditation, as currently used by professional educators, means endorsement of a school or program by an agency or commission whose judgment is not dependent on the schools it serves. It is based on the principle that no individual school should sit in final judgment on its own program. Its principal purpose is the improvement of education.

Accreditation is no stronger than the agency or commission that grants accreditation. It is inevitably tied into its own agency or commission. It never stands alone. No school is accredited without reference to the agency that accredits it.

The 1956-57 Directory lists 145 accredited business schools. Of this number, 33 are one-year business schools, 71 are two-year business schools, 18 are junior colleges of business, and one is a specialized college of business (four-year college). The four-year classification is now being amended, but the classification has been retained while the Commission is revising the criteria for this group.

The official headquarters of ACBS are in the Homer Building, 601 Thirteenth Street, N.W., Washington 5, D. C. Warren Bruner is acting executive secretary of the Commission and H. D. Hopkins, former executive secretary, is consultant.



# WHO'S TEACHING MONEY MANAGEMENT?



A survey shows that

instruction in financial planning is increasing



### LEONE ANN HEUER

Director, Money Management Institute Household Finance Corporation

ANY COURSES have been designed to help students enter the business world; but, until recently, few have been offered to help students understand the financial problems of everyday family life. Current economic realities are causing teachers to re-evaluate the school's role in teaching money management. Business teachers, especially, seem to be aware that the old concepts of budgeting, thrift, and saving-for-arainy-day are not adequate in an age of mass production, mass advertising, a high standard of living, and the widespread use of consumer credit. There is a growing awareness of a need to help students develop sound attitudes toward planning expenditures and directing total income toward well-balanced personal and family goals. This awareness is reflected in the detailed answers given by 397 teachers to a recent questionnaire sent to key teachers in the fields of business education, social studies, home economics, and related areas throughout the United States and Canada.

questionnaire, initiated to gather information on the teaching of money management in high schools, colleges, and adult classes, was prepared by the Consumer Education Department of Household Finance Corporation, for the purpose of sharing results with educators. (Effective November 1, the name of this department has been changed to Money Management Institute of Household Finance Corporation.)

Of the 397 respondents, 80 teach courses in business education, economics, and arithmetic; 26 teach social studies; 291 teach home-economics courses. High school and college teachers are almost equally represented. Some teachers teach adults as well as young people.

(In the case of a few of the questions discussed in this article, there is a discrepancy between the total number of respondents and the total number of answers given. Some teachers gave more than one response to certain questions, feeling that no single answer would be adequate.)

In response to the question: "Do you teach money management as a separate course, or do you integrate it with other courses?" 52 teachers reported separate courses, and 350 said that money-management instruction was integrated with the teaching of other subjects.

The term "money management" obviously means different things in different teaching situations. It may be little more than a series of problems in arithmetic or assignments in shopping for food and clothing; but, more and more frequently, money-management units are including the entire gamut of plans and expenditures in family living. Teachers mentioned these as important areas in teaching money management: budgeting, financial planning, establishing personal and family goals, "buymanship," consumer credit (including charge accounts, time payments, and cash loans), insurance (social, life, medical, property, liability), investments, savings, banking, methods of handling cash, taxation, legal documents, instruments of sale, and recordkeeping.

In response to the question: "When you teach money management, do you stress (a) the individual, personal angle (b) the total family angle (c) both?" the majority of teachers checked "both." Of the business-education teachers, 58 checked "the personal angle," and all but two of these also checked "the total family angle."

High school teachers tended to favor the personal approach, saying, "High school students are not yet family-conscious. Their interests center in personal accomplishments." "Freshmen are not interested in managing family income, but seniors are." "In the first three years of high school, students feel that family problems are too remote to be of real interest to them. It is necessary to draw on their present needs to emphasize the necessity for financial planning." "Many students are earning money now. If they can do an intelligent job of managing the money they now have, they'll be ready to tackle the family job later." Finally, teachers say: "It is possible to make a realistic budget when working with students' personal problems. Family budgets are always theoretical."

College and high school teachers whose students will soon assume adult roles generally favor teaching money management from a total family angle "to get them ready for practical life." "I start work in money management with student problems, then lead them into adult and family problems."

Many suggestions were given for effective methods of teaching money management in general. Some of them

CLASS DISCUSSIONS based on current books and magazine articles, newspaper clippings, films, and personal experiences, with the objective of noting the role that money plays in each individual's and family's life.

• Patterns of family spending, based on students' experiences in their own

• The family's importance to the business world, which offers goods and services.

· Take-home pay.

• Ways in which personal, family, and group attitudes toward spending and saving develop.

• The relationship of money to happi-

· Psychological motivation for spending and saving. • Establishing family goals before

income is spent.

· Cycles in family life and the chang-

ing costs of living. · Social, as well as advertising, pres-

sures on family spending. • The need for sound methods of managing income and planning expenditures.

• The unexpected costs of living (gifts, guests, accidents, illness, new opportunities in business, home repairs).

• The need for savings and a good credit rating.

STUDENT PANELS to discuss:

 High cost of being a senior. · Who should handle family cash?

• Do a wife's earnings represent pure profit?

· Should students who earn money pay something for living at home?

LECTURES AND CLASS VISITS by homemakers, businessmen, brokers, lawyers, real-estate agents, insurance agents, credit managers, Social Security representatives, store personnel.

BULLETIN BOARDS-charts, advertisements, flannel-board presentations, pamphlets. (Appoint a committee to keep displays related to each unit.)

PROBLEM-SOLVING GROUPS or committees, consisting of three to five students who work together as a "family' to set goals; make spending plans; find answers to typical family problems that may be chosen from fiction, newspaper stories, case studies of families supplied by social workers or businessmen, or from problems of married students or students' families. Questionnaires that students take home to discuss with their families produce much practical material for discussion. Family problems include: determining the amount and types of insurance that a family needs and can afford to carry, deciding how each individual's recreation and social life as well as how family vacations fit into a budget, the best ways to accumulate savings, how to choose a bank and use its services, how to leave property to others, when and how to use consumer credit.

# **Teaching Budgeting**

Asked which of five methods came closest to the one used in teaching specific techniques of budgeting, business-education teachers answered that:

46 taught from the standpoint of

student needs and goals;

• 43 taught from the standpoint of family needs and goals;

• 20 used the percentage-allocation-of-income method;

• 17 taught from the standpoint of individual incomes;

• 2 taught from the standpoint of the average community income level.

The dominant trend in teaching budgeting seems to be one of giving the subject meaning by relating it to individual and family goals. In the light of "goals," the percentage-allocation-of-income method, once used almost exclusively, become impractical. Each family's ambitions, tastes, and needs differ; costs of housing, food, and recreation differ in various parts of the country; costs related to a family's working, social, and civic life differ. The philosophy of using income for individual goals, the understanding of how one's standard of living is formed, and how one must constantly make choices in a world full of things to buy, becomes background for the business of budgeting.

Teachers suggested both theoretical and true-to-life situations in teaching budgeting. Theoretical situations in-

 Making a budget based on average family needs.

Making a series of budgets based on

changing stages in family life.

• Developing a spending-saving plan different income levels-\$3,500, \$5,000, and \$7,000 a year; or \$350 a month. Two, three, or four students are assigned the problem and allowed six weeks to work out answers.

• Picturing a typical family in early married life, establishing their needs and desires, determining how they can reach their goals under current costs of living.

True-to-life situations include:

· Each student keeping a record of current spending, listing his needs for the coming month, planning a budget for three months (based on earnings or allowance), revising the budget in light of actual figures for the next months.

· Keeping records based on student's

family expenditures.

· Making budgets based on income and needs of married students in the class.

• Preparing a budget for the first year of college.

· Preparing a budget for a serviceman or servicewoman.

• Making a statement of students' net worth and of expected part-time income.

 Making out income-tax returns based on family income.

• Determining types of records a family should keep; receipts and papers to keep on hand; best ways of keeping

· Reconstructing a family's cost-ofliving pattern similar to the Heller Committee type of presentation.

### Teaching Buymanship

Pamphlets, films, charts, mail-order catalogues, and advertisements all were suggested as aids to discussing the time, place, and cost factors of buying various goods and services. Labels, guarantees, contracts, chargesales slips, charge-plates, and negotiable instruments used in various types of sales were suggested for bulletin boards. Other activities included:

• FIELD TRIPS to department stores, grocery stores, hardware stores, appliance stores, dime stores, drug stores, discount and mail-order houses, to make comparisons in price of various items in relation to quality and quantity, to note practices used in making various types of sales, to determine guarantees and services offered in various stores; to decide "when a bargain is a bargain," and to note the advantages of dealing with an established local dealer as compared with "scouting for a lower price."

• CONSULTATIONS with store personnel (most effective when students make out, in advance, lists of questions to be

asked).

• BUZZ SESSIONS following each field trip, to discuss factors influencing costs of various types of merchandise, and to discuss recent family or neighbor experiences in purchasing such items as cars, household equipment, and TV sets.

• BEST-BUY CLINICS put on by

stores to demonstrate the buying of furs, fabrics, clothing, equipment, and fur-

nishings

• COMMITTEE WORK to study the buying of such items as cosmetics, soaps, foods, and clothing; to compare costs of home ownership with renting; to report on the steps each family must take in buying or building a home; to furnish a home (on paper).

· TERM PROBLEMS for individual students-each student to select one consumer durable, then study and report on

the purchases of that durable.

# **Teaching Consumer Credit**

This question was checked by 380 respondents: "If you include information on consumer credit in your money management units, do you consider (a) charge accounts, (b) time-payment purchases, (c) cash loans?" Answers:

• 372 reported giving information

on charge accounts;

• 368 included study of time-payment purchases;

• 326 included study of cash loans.

Of the 80 business-education teachers responding, 75 included information on charge accounts; 74 included information on time payments; and 64 included study of cash loans. Among the reasons given for teaching consumer credit were: "Everyone uses consumer credit to some degree." "It is a common method of financing today." "Everyone should be acquainted with the different forms of credit." "Students should know when it is wise to use credit." "Students should know the advantages, as well as the disadvantages, of credit." "Credit is important to family stability." "It is important to know credit rates of interest." "Consumer credit is an essential part of modern economy.'

In business-education classes, information on consumer credit is included in these courses: Distributive Education, Personal and Family Finance, Economics, Senior Business Problems, Business Math, General Business, Business Problems, Consumer Problems, Consumer Education. Consumer Economics, Bookkeeping, Money and Banking, and Money

Management.

These techniques for introducing the subject of credit were given by business-education teachers:

• FIELD TRIPS to determine the best types of credit locally available for the purchase of major items and for making cash loans. These included visits to credit unions, banks, small-loan companies, savings and loan companies, FHA, automobile agencies, insurance companies, and the credit departments of mail-order houses, department stores, furniture and appliance stores.

• GROUP OR INDIVIDUAL AS-SIGNMENTS: Apply for a loan for a particular purpose, such as consolidation of debts, paying medical bills, going to college, taking special job training, buying real estate. Arrange for the time payment of a trip to Europe, a car, or household furnishings. Open a charge account at a department store.

 LECTURES by representatives of credit departments, agencies, and loan companies, as well as talks by friends and neighbors about actual experiences.

• CLASS DISCUSSIONS: the place of consumer credit in the total picture of family financial planning; advantages and disadvantages of using credit; consumer credit as a form of forced savings; legal aspects of credit (state laws regarding legal rates of interest, signing on the dotted line, penalties for non-payment, collection procedures); first-hand experiences of families who have bought cars, made loans, built homes, and taken trips.

• ASSIGNMENTS: Study contracts and legal instruments used in different types of installment purchases and cash loans. Calculate the dollars-and-cents cost of credit and rate per annum when buying a car, taking a trip, buying a record player, making a loan. Compare costs of using credit from various sources. Compare actual figures of the price of a home as stated on the date of purchase and after 20 years of payment.

• ROLE-PLAYING: students acting out family decisions for and against the use of credit; ways of applying for credit from different sources; examining, signing, and preserving legal contracts.

# Teachers' Own Money

Personal habits and attitudes often affect teaching methods as well as attitudes toward the entire problem of money management. The questionnaire posed the question of how teachers themselves use their income, in this form: "Which of the following best describes your personal or family spending patterns-(a) no particular plan, (b) a written plan for spending and saving, (c) a mental plan for spending and saving, (d) an exact record of money spent, (e) a general record of money spent?"

The answers showed that teachers generally practice what they teach. Of 393 respondents, 312 (79%) actually plan the use of their income, with 53% of the 312 using a written plan and 47% using a mental plan for spending and saving. Of the 312, 239, or 76%, keep some kind of record (150, or about two-thirds, keep general records of expenditures, while only 89, or slightly more than onethird, keep exact records); 73 (23%) keep no records of expenditures.

Tabulation of the responses of business-education teachers who participated in the survey showed that their habits of planning for spending and saving varied little from those of other teachers. Many believe it important to keep detailed records of expenditures only long enough to establish an individual pattern of spending. Once this has been accomplished, the budget serves as a record. Records continue, however, to furnish evidence of "where the money has gone." Recognizing this, business-education teachers can find a variety of classroom situations in which teaching students to keep records of expenditures serves as a valuable teaching tool.

Judging from answers to the current questionnaire, teachers are setting new trends in teaching money management. Respondents were usually generous in their comments and in sharing techniques that they have found practical in teaching high school and college students, as well as adults. Many comments stressed the need to be in tune with the economic facts of modern life; to help students establish sound personal and family goals for using income; to help them see themselves as part of the total economic picture; to help them plan for spending and saving, to buy skillfully and to use credit intelligently; and, generally, to use the money they earn to achieve the greatest possible success and satisfaction in living.

### "EXTRAS" IN TRANSCRIPTION

(Continued from page 19)

the dictator signs his name and hands the correspondence to the stenographer for folding and mailing. If the dictator has indicated that a letter is "to go out immediately," Jo transcribes it first and usually submits it for his signature as soon as it is completed.

Jo folds the letters with the twoor three-fold method, depending on the envelope used. She is extremely careful to keep the letters neat and clean and inserts them into the envelopes.

Can these things be taught in school? As I recommended last month, the practice set is the answer. Not too much practice is needed, however, since these are knowledge items.

(The next articles will take up the problems of getting the dictation into the notebook. In any office dictation, there will always be interruptions, changes in ordering, repetitions, and instructions.)

#### RETAILING PREPARES

(Continued from page 21)

her own foot in the door while she checks the bill the impatient laundryman has handed her, must be accurate and rapid, too.

Both mothers and salespersons should be able to handle goods without danger to their safety. A baby deserves the world's best service and safest handling. The perfume bottles on Counter Three deserve perhaps slightly under the best, though the salesgirl had better not drop one.

A salesperson is an efficient member of a distributive system that accounts for 59 per cent of every dollar spent by American consumers. The mother is a vital part of the system on which our survival and progress depend. The idea that being a good salesperson or a good mother requires little ability is nonsense. Both jobs are most important. Make your students realize this.

Let us also remember that students may someday wish to remain salespersons when they become homemakers. What are the merits of retailing, as a part-time job for the mother with small children? With store hours from nine to nine on certain days, there is definitely a need for part-time workers during the regular week as well as during sales periods.

Of greatest value to the store is the mother's knowledge of furniture, appliances, and children's clothing. There is a current trend, in fact, to solicit mother's employment. A large employment agency in New York works exclusively in placing these mothers. Someday merchants may even have to offer additional benefits to compete for their services.

Will the mother want to return to full-time work when her children are older? The last conference of the Council on Consumer Information revealed these figures: today, 60 per cent of employed women are married; and half of them are over 40 years old (women account for 30 per cent of the total labor force). The trend now is for an increasing proportion of woman workers in the older group.

Yes, Mother is returning to work. But can she enter retailing again? Actually, retail sales is one of the fields for which she should be particularly qualified. Wasn't she a successful saleslady because she liked selling and people? Well, she was never away from people—have you met her three wonderful daughters?



### SHORTHAND

JOHN J. GRESS BELVIDERE (N. J.) HIGH SCHOOL

After a great many years of teaching responsibilities at the college level, one is likely to lose touch with the inner goings on at the high school level. Though the discussions in this column have been slanted toward the teaching problems and classroom experiences of the shorthand teacher, I have felt at times that such presentations were a bit removed from the down-to-earth secondary-school classroom. Perhaps you suspected that many of the problems touched on were applicable only at the college level.

Well, be assured, Dear Reader, that teachers at all levels encounter the same day-by-day difficulties that you believe are the private pitfalls of your own particular level of instruction. How come? How can the problems of the high school and college shorthand teacher be the same? Is such a sweeping statement justified?

Let us delve into the matter and see what develops in the course of our discussion. First of all, let me say that I am now occupying the very same position that many of you in the field fill—that of a teacher of business subjects on the secondary-school level. Such an experience is not new to me, because I first taught on the high school level before going on to my recent duties at the college level.

One of the first incidents that made me feel more sure of myself and realize that teaching problems are the same wherever you may be was a meeting that I had with a business executive who had had some dealings with the secretarial "products" of a secondary school. During the course of our conversation, I was asked to comment on a question or two that had grown out of his own experiences in dealing with high school graduates. I assured him I was interested in his questions—his gripes—and he opened up. To make a long and interesting story short, he finally came around to the ageold battle cry of: "What are they teaching youngsters in school these days? Why can't they spell? How could they possibly have passed their shorthand tests when they can't even take dictation, let alone transcribe what they are able to scribble down in their notebooks? Don't they learn anything about office manners, techniques, courtesy, and responsibilities?" On and on it went, winding up with the plea: "If they could only take and follow directions!" He was sincerely troubled.

While our discussion continued, I noticed an attractive secretary struggling along with a set of shorthand notes. When I reminded him that such comments as he had just made are repeated by businessmen everywhere and that high school graduates do not have a complete monopoly on these specific shortcomings, he admitted that the young lady I had noticed struggling with her notes was a college graduate. Furthermore, he sheepishly admitted that, comparatively speaking, high school girls with all their faults did at least as good a job as did this particular college-trained secretary. It made him stop and think.

Good Teachers, don't believe that your problems are peculiar to your own teaching situation. Don't give up the cause for which you have labored so well these many years. We have more than our share of problems in the shorthand classroom, yes. Let us, therefore, continually emphasize the importance of correct spelling, punctuation, legible shorthand outlines, letter transcription, and desirable office attitudes. After enough repetition, some of these requirements are bound to rub off and become a part of the marketable skill of our future secretaries. Keep stressing these factors in relation to the demands of business, and you will one day be able to point with pride to your students holding their own in the business office. And, who knows, there may be times when your students point with pride at you.

### Progressive SHORTHAND SPEED TESTS

H. M. ALLEN, HARTFORD UNION FREE HIGH SCHOOL, HARTFORD, WISCONSIN

EDITOR'S NOTE: This is the third in a series of eight Progressive Shorthand Speed Tests. Each test consists of five minutes of dictation matter, each minute of which is to be dictated at a speed 10 words a minute faster than the preceding minute, in order to stimulate each student to attain the highest speed he possibly can. Each month's dictation begins at a speed 10 w a m higher than it began the month before; the last month's dictation will cover the 100- to 140-wam range.

Recommended grading plan: Grade each minute separately, then give the student credit for the fastest minute that he passes—on the basis of a 5 per cent error allowance (three errors for the minute at 50 or 60 wam, four errors at 70 or 80, five errors at 90).

The author suggests that (1) this dictation matter be used as drill material after it has been given as a test—drilling first on the underlined words, second on hard phrases, and third on hard sentences; (2) that it be given again as a test after drilling and marked according to the same system as before—the gain in students' grades will be good motivation; (3) this test be removed and filed for future use.

### TEST 3, 50 to 90 WAM

(marked every 15 seconds)

Dear Mr. Thomas:

I am very much interested in learning everything / I can about insurance. For the past two years, I / have enjoyed reading your company's regular full page advertisements in the Northwestern / Weekly News. These advertisements have given me a surprising number and (1) variety of ideas about insurance in general and in particular. If possible, I / want to work in the insurance field.

I should appreciate the opportunity of / working for your company during the coming summer and on a part time basis / from next June to September. This employment, I hope would serve as preparation (2) for full time work next year.

I am enclosing a complete data and reference sheet / for your examination. If you wish any additional details, I shall be glad to supply / them promptly. May I know some time within the next ten days whether there will be an / opportunity for me in your organization this summer? Very truly yours, Enclosure

Dear Mr. Burns:

(3) Thank you for your letter of May 27, in which you make inquiry about the possibility of summer and / part time employment with our organization. We wish also to acknowledge receipt of your personal data sheet, / giving us information in detail about your qualifications and experience.

We do not, as a general rule, / consider applications for either summer or part time employment. Several years ago, when we tried out (4) a plan of this kind, the results were so unsatisfactory on the whole that we discontinued the practice.

We are, / however, somewhat inclined to consider your application favorably, since in your case there seems to be a rather / unusual combination of special interest and capacity for work in the insurance field. Please telephone Mr. Walter P. Green, the / Employment Director at our main office in this city, to make arrangements for an interview soon. Yours very truly, (5)

#### SOMEBODY SHOULD HAVE

(Continued from page 17)

teachers when a new clerical system was introduced for programming students. The old method was incomparably more cumbersome; yet the new was not welcomed. To be sure, some comfortable habits had to be disturbed, and student help had to be forsaken; also, there was insufficient explanation of the new method before it was practiced. Yet the grumbling was out of proportion to the cause. I still fell strongly that, just as industry is coming to realize that many employee complaints about salary have their root in annoyances and grievances far removed from money, similarly much of the griping among those in a closed system may really be an assertion of individuality.

content of the dignity of the profession by not "talking it down." I don't put up with teaching problems only because my salary enables me to buy, for instance, a new car. One teacher whom I frequently met would greet me by asking how I liked teaching now, following the question with a comment on the size of classes, or the papers I carried, or a new addition to our duties. Another's conversation was confined almost wholly to how far away, or how close, Friday was.

In spite of the comparatively low morale of teachers today, in spite of the lack of respect in which they are held by some of the public, in spite of the lack of dignity with which they may be treated occasionally (even by individual school administrators and other higher-ups), their words are still listened to with some attention and they are taken seriously. How many of us were enthralled by our own teachers? I know that I have not lost the attitude toward teachers that I have always held, and my friend of longest standing is one of my former teachers. These are well-remembered people in whose steps we dare to tread.

experiences will be yours, but that we shall share this one (it may sound trite, but it's true): among the teachers you have known and will yet know, you will find, as I have, the salt of the earth—the idealistic, the dedicated, the unselfish, the highly principled, those whom you will never forget, and those whom you would be sorry to have missed knowing. They have made, and will make, their forgotten, selfless, blessed marks. Follow them.

### PREPARE A FILE BOX

(Continued from page 20)

ing (as listed by Walters and Nolan in Principles and Problems of Business Education): 1. Law of Exercise (Drill for Skill), and 2. Law of Effect (Satisfaction from Accomplishment). Seventeen teaching principles and techniques were taken from our methods text by Leslie.

PROFESSIONAL ACTIVITIES. For reference, we filed the names of the various professional associations, the businessmens and businesswomens organizations, and business-education fratermities. We also noted local organizations that the teacher might consider joining in order to contribute to better community understanding of business-education.

PSYCHOLOGY OF SKILL. We included notes on a basic understanding of the relationship between skill building and the nervous system, attention, memory, habit formation, and re-creation.

QUALIFICATIONS. We noted that the teacher must meet requirements of the college, the state, and the local school; in addition, we stressed personal business experience and personality traits.

RESEARCH. We listed a few of the subjects under consideration for research, as listed in the October, 1955, National Business Education Quarterly: teacher turnover, college credit for business experience, prognostic testing, and materials of instruction. All are pertinent and stimulating for the new teacher.

SPEED. In this category, we covered: speed versus accuracy, steps in dictating a letter, the one-minute plan, the pyramid plan, improvement of writing habits (that is, refinement and automatization of writing high-frequency words), word-carrying ability and ability to construct new words, short-spurt speed forcing, and accuracy in reading and recording. Since speed and accuracy are developed concurrently, they were filed together.

TESTS. We broke down this heading into: prognostic, vocational-interest, achievement, and National Business Entrance Tests.

TEXTS. We stapled to cards information on textbooks offered by the Gregg Publishing Company and the Southwestern Publishing Company.

TRANSCRIPTION. We began by outlining the progression of work in a transcription course. Nowadays, transcription begins immediately, with the first theory test. Pretranscription may imply a practice period when letters are first set up on the typewriter; transcription, the daily activity of producing either mailable or perfect transcripts. Basic presentation in both theory and pretranscription takes the student from familiar and dictated material to previewed and dictated material. We noted the importance, during the timed transcription period, of efficiency in determining letter placement, handling the notebook, and using both the dictionary and a standard guide for style points and English. We mentioned the problem of a single or double period in different schools; both the new and the experienced teacher must face it.



CHARLES B. HICKS, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

EDITOR'S NOTE: This letter is the third in a series based on business correspondence common to nearly all kinds of firms. The letter is marked off in groups of twenty standard words, and may be dictated at any speed desired.

### 3. GENERAL SALES LETTER

Inside address:
Mrs. George Bond
516 Tenth Street
City and State

Signature:
George Anderson
Sales manager

Dear Mrs. Bond:

How do the experts do it? Have you ever wondered how homemakers make really good coffee? Figures show that housewives all over the country use more glass coffeemakers than any other type. These women are the experts, the ones who make a hit with their guests when it's coffee-serving time.

You, too, can be an expert, and at only a small cost. The enclosed folder holds the answer for you. The coffeemaker we are offering to you is the finest ever made. It has two heat-resistant glass bowls with a beautiful, heavily plated heating unit in gleaming chromium that doesn't tarnish or rust. It makes seven big cups of the most delicious coffee you ever tasted, and in just a few minutes, too.

Picture yourself the next time company arrives. You'll? have delicious coffee whipped up in a jiffy, and you'll be serving it proudly in this new, beautiful, easy<sup>8</sup>-to-serve coffeemaker. Watch the expressions on their faces after they take their first sip. They'll be calling you the<sup>9</sup> expert from now on.

How can you get this new coffeemaker? We are making a special offer to you that will be good only until December 31. We will send the coffeemaker to you, complete with instructions, 11 postpaid, for a free, 10-day trial offer. If it doesn't make the best coffee you ever tasted, simply return 12 it to us. However, if you are satisfied—and we know you will be—just fill in the postcard and the cost 13 will be put on your next electric bill.

Hurry! Fill out the form and mail it to us today. Remember, with no<sup>14</sup> fuss or bother, you can be an expert. Write, today. Cordially, (291)

#### **Preview Outlines**

En con 3 or 2 20 x)
by no 13 2 20 x)
no 4 0 (0 C 3

KEY: Experts, homemakers, housewives, any other, can be, coffeemaker, resistant, beautiful, chromium, delicious, few minutes, next time, instructions, postpaid, 10-day, however, postcard, electric bill, to us.



# CONSUMER education

RAMON P. HEIMERL COLORADO STATE COLLEGE, GREELEY, COLORADO

Magazines help to educate the con-

sumer. For the last few years, many popular magazines have concentrated on the general living problems of the consumer. Let us look at the kinds of articles that have appeared in such magazines and then see how this literature can be used in the classroom.

American Home: articles dealing with reading labels, what makes a bargain, how to buy a home, buying household equipment and appliances,

budgeting, reading contracts, and home financing.

Changing Times, the Kiplinger magazine: subjects of interest that include coffee prices, knowledge of eggs, milk prices, buying suits (or shoes, cars, tires, etc.), medical quacks, budgeting, insurance, credit, and investments. Each month nearly the entire issue is devoted to articles of interest to consumers.

Better Homes and Gardens: articles on food buying, can sizes and labels, furnishings, new fabrics, floor coverings, budgeting, adequate insurance coverage, credit, and investments.

Good Housekeeping: buying information about clothing, cosmetics, furniture, and textiles. Many of these articles are written by staff members after detailed research. (See 16-page insert in September, 1956, issue.)

Today's Health: articles stressing consumer value and safety in buying foods, cosmetics, children's shoes, health cures, and reducing aids. This magazine is not found in the average home, but it has many articles of value on everyday living problems.

Collier's: articles dealing with milk prices, weights and measures, safety

in foods, buying a suit, chlorophyll toothpaste, and legal help.

McCall's: articles on food quacks, freshness of foods, budgeting, and how to buy household appliances.

Parent's Magazine: advice to consumers in regard to choosing a house, building a home, and buying household appliances and children's toys.

Fine articles have also appeared in many other magazines: Ladies Home Journal, Pageant, Coronet, Science Digest, and Reader's Digest. Consumer's Report and Consumers Research Bulletin are also becoming so popular that they may be classed with the usual household magazines; both types of periodicals are especially useful to consumers.

How can teachers use these magazines in the classroom? There are many ways, but the primary objective should be to stimulate students to read these magazines for more than classroom purposes. Individual reading reports by students is perhaps the commonest use of magazines. This procedure can be varied, however, and the articles used as the basis of a group discussion or a student panel. Students could also read articles in a given area if they wished to compile up-to-date information on various types of projects, such as making a buyer's guide for a specific product. These articles will furnish good material to add to class discussions at any time. Students who do not participate sufficiently in class discussions might be asked to make a list of their readings, giving summaries of the articles they have read. These suggestions are only a few of the many uses to which the teacher may put these excellent sources of consumer information.

One of the main advantages of using popular magazines in a consumer program is that it keeps the information current. It is also a very inexpensive source, and teachers should bring these magazines to the attention of the

young consumer while he is still in school.

If you want a listing of appropriate magazine articles that have appeared during the past three years in various household magazines, send your request to me at the above address.

#### HOW TO READ

(Continued from page 27)

pot and plant into the house well before the first frost.

#### **Entree** to Kitchen Gained

As tactfully as possible the gardener suggested to the lady of the house that a potted petunia might be a more welcome addition to the kitchen window during the winter than a potted geranium. The lady of the house demurred, commenting that she never had heard of anyone having a potted petunia in the kitchen. It was, however, such a small petunia that. resting in the center of the big flower pot, it had somewhat the appeal of a lost small child. The gardener thoughtfully observed that he had to put the petunia somewhere, and inquired if he might leave it in the kitchen until a better place could be found. As the days passed, he observed with interest that what plainly was a petunia was being watered regularly and growing, and that he heard no more requests for geraniums-which, privately, he did not care much for anyway.

#### Unsettling Discovery Is Made

Some days later, the gardener noted. casually, that what plainly was a petunia was growing rapidly, the picture of health. He mentioned the encouraging growth to the lady of the house, who, as if waiting for just this opening, asked if he would mind very much moving the plant, in its pot, to some more desirable location, as its spreading leaves were beginning to get in the way at meal times. Obligingly, the gardener picked up the flower pot and moved it into the diningroom window, as he did so, getting a good view of the plant's leaves for the first time in weeks. What plainly had looked like a petunia when it was transplanted was beginning not to look like a petunia at all.

#### Gardener Forced to Confess

Having advertised his importation as a petunia, the gardner was, understandably, reluctant to mention his discovery and decided to let matters rest. Unfortunately, they did not rest long; the next day, looking out of the dining-room window over her second cup of breakfast coffee, the lady of the house asked the gardener if he were sure that what he had planted in the pot was in fact a petunia. The gardener had to confess that whatever it was indeed did not now seem to be a petunia. It surely was not a geranium. It plainly was not a number of other things. But what it really was, he said, he did not know.

#### If Not a Potunia Then What?

The gardener now wishes he had confessed nothing and had stuck to his story that this was a petunia. For the plant—now a foot tall with spoon-shaped leaves perhaps 10 inches long—occupying a conspicuous place in the dining room, has become a conversation piece; all who come to dine ask about it; or, if they fail

to do so, the lady of the house tells them the story of her "geranium," much to the gardener's discomfiture. The gardener, after consulting a number of books, has tentatively concluded that he is wintering a fine specimen of nicotiana, but he is not positive. If it is indeed nicotiana and grows no more rapidly than the nicotiana in last summer's garden it will be a long time before he can be sure. The gardener's only hope is that if he is nursing carefully an unidentified weed it will eventually bear large blossoms—resembling, preferably, geranium or petunia.—

The New York Times, "Topics of the Times," November 20, 1954.

#### Checking Your Comprehension

What did you get out of this article in one minute of skimming? Answer these questions in as few words as possible:

1. What kind of plant did the lady of the house want?

2. Who brought in something that was plainly a petunia?

3. What discovery did the gardener finally make?

4. Did the gardener finally identify the plant?

5. What did the gardener hope the blossom would resemble? (Name two flowers)

Check your answers with the key below. You'll probably be surprised to find that you answered all the questions correctly, even though you spent only one minute in skimming the article.

1. Geranium. 2. Gardener. 3. That it wasn't a petunia. 4. No. 5. Geranium or petunia.

#### Follow-Up Practice

Continue with your daily practice periods; and, beginning with your next period, devote a part of your time to practice in skimming. Skim to find an article that you want to read. Skim to locate a certain fact or figure that you want to find. Skim to get main ideas in a factual article. Skim to follow the trend of thought in easy, narrative material. Set short time limits, such as one minute; see how much you can get out of an article in that time.

Also, try skimming quantities of the material that you meet in your daily work or recreational activities. Use various combinations of the techniques suggested in this installment as these changing combinations aid in accomplishing the different purposes that you have in mind for skimming. As you become more and more expert, try the flashing-from-top-to-bottom-of-the-page technique more frequently. When you can gather meaning by this method, you'll know that you're an expert skimmer!

(The final installment of this series will appear next month.)



JANE F. WHITE DELANO JOINT UNION HIGH SCHOOL, DELANO, CALIFORNIA

For listing of sources. Several times I have reviewed the series of booklets written by Bruce Miller, Superintendent of Schools, Riverside, California. The latest addition to this series is "Let's Celebrate a Holiday," a source of free materials on holidays, festivals, and special occasions. Mr. Miller has recently revised his four other booklets: "Sources of Free and Inexpensive Pictures for the Classroom," "Sources of Free Pictures," "So You Want to Start a Picture," and "Sources of Free and Inexpensive Teaching Aids." This last booklet was revised and enlarged by the author of this column. The five booklets are only 50 cents each. Send orders to Bruce Miller, Box 369, Riverside, California.

Math Booklet. The Department of Industrial Education at Chrysler Corporation has gathered together representative samples of the problems they use in their skilled-apprenticeship training program. Math Problems from Industry is designed for those who are teaching or studying the methods of mathematics. A limited number of classroom sets and a booklet of sample solutions may be obtained by teachers who write on school stationery to Educational Services, Department of Public Relations, Chrysler Corporation, P. O. Box 1919, Detroit 31, Michigan.

Bookkeeping charts. A set of 12 cartoons on the teaching of bookkeeping has been prepared by the National Association of Secondary-School Principals, 1201 Sixteenth Street, N.W., Washington 6, D. C. Other sets have previously been printed on Health, Conservation, School Spirit, Shorthand, Typing, Advanced Typing, and Speech. Each set costs \$2.00 and includes 12 cartoons, printed on durable white cover stock, 8½ by 10 inches.

Economic geography. A helpful booklet tracing the evolution of farm machinery in the United States is available from Farm Equipment Institute, General Offices, 608 South Dearborn Street, Chicago 5, Illinois. A special rate of 10 cents, postpaid, is offered to teachers who order in limited quantities.

**Booklet on money.** For information on the history of money, write to Birk & Company, 270 Park Avenue, New York 17, New York. Enclose 15 cents. This is an easy-to-read booklet, giving a lively explanation of our nation's credit system.

Tape-recording catalogue. Fourteen educational organizations have selected their best programs that are on tape and have supplied appropriate data for the "National Tape Recording Catalog." The catalogue, which contains information on 34 series and 562 individual programs, was sponsored by the Department of Audio-Visual Instruction, National Education Association, Association for Education by Radio-Television, Kent State University. Single copies are 50 cents. Order direct from Department of Audio-Visual Instruction, 1201 Sixteenth Street, N. W., Washington 6, D. C. Orders for \$1 or less must be accompanied by a check or money order.

Office-style dictation. Two free booklets of office-style dictation with educational content have just been prepared in co-operation with The Foundation for Business Education. "The Secretary Speeds Office Routine" is presented by Minnesota Mining and Manufacturing Company, 900 Fauquier Avenue, St. Paul 6, Minnesota. "Modern Time-Saving Tools of the Office" is presented by Friden Calculating Machine Company, Inc., San Leandro, California.

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### TODAY'S SECRETARY

### dictation transcript

LUCY MAE YARNELL



### something to remember

IKE ALL MERE MORTALS, I felt sure, secretaries must make mistakes—many of them, no doubt, errors that produce such¹ a vivid impression on the mind of the secretary (and her boss) that they serve as constant guards against a² second occurrence.

Just what kind of mistakes are they? I had often wondered; so, spurred on by curiosity,<sup>3</sup> I decided to find out. My sources of information: beginners in the secretarial field. My question:<sup>4</sup> Were you ever overwhelmed by the realization that something you had done or had not done had disrupted<sup>5</sup> office work and routine?

The answers were many and varied. Rapid Ramcna's story went like this: "Why Is didn's check those quantities, I'll never know. But my work had always been right, and I thought it was a waste of time? to proofread. At least I thought so until I made a terrible mistake.

"I didn't even know of my error8 till the morning someone called me from the railroad station and said, 'The carload of carbon paper for your company<sup>9</sup> has arrived.' I asked them what carload of paper they were talking about, then instantly I remembered our<sup>10</sup> order for office supplies.

"I don't recall how we finished the telephone conversation, but immediately<sup>11</sup> afterward I rushed to the files to check the order. I was certain the paper company had made a mistake.<sup>12</sup> But, one word loomed large on the file copy—carload—and I should have transcribed 'carton.'

"The company took the carbon<sup>18</sup> paper back, thank goodness. Since that day I always proofread everything; I even check figures and quantities<sup>14</sup> twice."

Positive Pam told of an experience she will never forget:

"It was almost ten o'clock, time for 15 the meeting of the board of directors. I had already checked the conference room to make sure that everything 16 was in readiness for the meeting. Only the directors were missing.

"I went back to my office and checked<sup>17</sup> the calendar pad. Yes, the meeting was called for that day. I remembered having prepared the notices and made<sup>18</sup> the notation on the

"I was puzzled; in fact, I was worried. Then, somehow, I thought to look in the bottom drawer of my desk.

"There they were—those notices that I had typed and addressed in advance so that I'd have<sup>20</sup> them ready to mail a week before the meeting.

"Do I ever prepare anything in advance now? Yes, but I<sup>21</sup> keep a tickler file to remind me of the tasks that should be completed each day. It just doesn't pay to depend<sup>22</sup> on your memory."

Inattentive Almeta made a mistake, too:

"Every day I mailed a package of<sup>23</sup> company correspondence to Mr. Johnson, the manager of our branch office.

"One morning I assembled the<sup>24</sup> mail for him as usual, reread his letter asking that his mail be sent to Cleveland for the next three days, and<sup>25</sup> checked to see that all the data he requested was in the large brown envelope. Then I made sure it was sent out<sup>26</sup> with the next mail.

"When Mr. Johnson phoned me long distance from Cleveland, I couldn't imagine why he was calling.<sup>27</sup> When he asked, 'Where are the forms and reports that I requested?' I assured him that every item had been mailed<sup>28</sup> to him. Then, suddenly, light dawned. 'Oh, Mr. Johnson,' I gasped, 'they've gone to your office in Chicago. I mailed them<sup>29</sup> in one of those envelopes aiready addressed to you. I forgot to address an envelope to you in Cleveland.'<sup>30</sup>

"Believe me, this taught me to watch very carefully for the slightest change in routine. Now I mark every<sup>31</sup> change and every new procedure with a colored pencil the first time I read

it, then I review what I have<sup>32</sup> marked before I complete a transaction."

Careless Clarice thought she had the worst experience of all:

"When I<sup>33</sup> went back early one noon to work on a special report, I couldn't find one of the most important papers. The<sup>34</sup> whole office staff helped me search for it. I remembered that just as I was taking the paper from the files someone<sup>35</sup> had asked me to help them. After that came a brief chat with a caller, then I was called in to take dictation. But<sup>36</sup> retracing my steps was of no avail; the paper was not on any of the desks where I had been working.<sup>37</sup>

"Suddenly I noticed that the window was open. Could the paper have blown under the desks? Could it be in the wastepaper basket? I looked hopefully. But, no, the paper wasn't on the floor, and the wastebasket was

"Then<sup>39</sup> I had an idea, I didn't take time to ride the elevator; I took the back stairs to the basement. Perhaps<sup>40</sup> the daily accumulation of wastepaper hadn't been burned yet.

"I looked at that truckload of paper. Could<sup>41</sup> I find one page in that pile? Every minute that I searched I vowed that I would never again lay an important<sup>42</sup> paper down just anywhere and go on to another task.

"After two hours of searching, I wasked back to the<sup>43</sup> office clutching the paper tightly in my hand. I had really learned a lesson. Now, if I'm called away from<sup>44</sup> my desk, I make sure that any papers I'm working on are put safely away in my desk drawer."

Chattering<sup>45</sup> Cloeta said:

"I never thought that the girls who ate lunch with me would know what particular business transaction<sup>46</sup> I was talking about when I referred to my work. I never mentioned any names and I never quoted figures.<sup>47</sup> Besides, we were good friends. We always ate

lunch together and talked about our work. All of us worked for construction<sup>18</sup> companies, so we had many

ideas to exchange.

"One day we were talking about a huge construction <sup>49</sup> project on which bids were being accepted. I merely said, 'You watch us. We are going to get that job and build <sup>50</sup> that ultramodern building. We've missed out on some of the latest projects because our bids have been too high, but we're <sup>51</sup> bidding low enough this time so that the project will come our way!'

"Nevertheless, we didn't get the contract! The<sup>52</sup> company that Lois works for submitted the lowest bid. (Lois is one of the girls who always

eats lunch with53 me.)

"I've often wondered if something I said to Lois enabled her company to estimate our bid. Yet,<sup>54</sup> I never gave any figures and never mentioned any names."

Furious Francine told her tale of woe:

"All the<sup>55</sup> girls in this office were really angry when Mr. Rand, our department head, told us we couldn't have any<sup>56</sup> more coffee breaks. He didn't even give us an explanation, just came in and said, 'After today, we won't have<sup>57</sup> coffee breaks.'

"We couldn't understand why he wanted to be that kind of boss. Today, nearly all companies give their employees coffee breaks. We tried to figure it out for a long time; then Mr. Rand mentioned that the chairman the Board said he had called and called one day, but nobody answered the telephone.

"We can see now that one<sup>60</sup> of us should have stayed to cover the phones while the others went for coffee, even though it was more fun when we all<sup>61</sup> went together."

Dashing Diane wondered why she hadn't caught her mistake:

"One day we received a letter asking<sup>62</sup> what we meant by 'two disinterred parties.' I didn't get the connection, either, until I reread the carbon<sup>63</sup> copy of the letter that had been mailed to this correspondent. The last sentence of the letter, which had accompanied<sup>64</sup> a mortgage, read, 'Please sign this mortgage in the presence of a notary public, or two disinterred parties.' No wonder the correspondent was confused. How did he know that I should have typed disinterested.

"I had66 always dashed through transcripts, making sure the spelling and addresses were correct, then hurried on to something else. Haste60 doesn't pay, I've decided, so now I read every sentence for meaning."

Thoughtless Theodora could hardly<sup>68</sup> believe what she had done: "Several of our tenth-floor departments were being moved to the fourth floor. When the building<sup>69</sup> crew came to our department and asked if we were moving, I said, 'Yes, I think we are.' Immediately, the crew<sup>70</sup> began picking up desks, tables, chairs, and files and started moving them out.

"When my department head came back to the<sup>71</sup> office—that almost empty office—he wanted to know what was going on. He asked for the moving instructions.<sup>72</sup> Sure enough, it wasn't our department that was to be moved; it was the one across the hall.

"Even though I never<sup>73</sup> openly admitted that I felt responsible for this mistake, I learned not to make a statement unless<sup>74</sup> I was positive; I learned that decisions are made by executives. We had talked about moving, and I suppose<sup>75</sup> that is what made me jump to the conclusion that it had been decided to move us, too. I really should<sup>76</sup> have helped the building crew locate the right office." (1529)

### Petronilla

#### JANE ANDREW

PETER WAS LATE for lunch. He rushed to the table and stared at the trio already assembled. His Aunt Emma,<sup>1</sup> tight-lipped and surprisingly grim, nodded to him as he slipped into his place; Fran, his sister-in-law, looked flushed and<sup>2</sup> uneasy; while brother David's face was puckered in a scowl.

"What's wrong?" exclaimed Peter.
"Are you all mad at one<sup>3</sup> another, or at me?"

He could have counted ten-slowly -while he waited for an answer.

"Petty is coming," Fran said finally. David's eyebrows reached a new low, and Aunt Emma poured tea with such frigidity that Peter watched to see whether the liquid would turn to icicles before it reached the cup.

"And who, or what, is Petty?" he asked, secretly congratulating himself on being the only one in the family in a good humor. It was probably due to the fact that he was still unmarried. He hugged his single blessedness to himself; but also, at that moment, he was hugging to himself the pleasant memory of the girl he had met at the Convention Hall that morning.

The girl was the cause of his lateness at lunch. She was to be a contestant in the next day's speed-10 typing test, and he had interviewed her for his paper. She was so pretty, so charming that the interview had lasted nearly all morning. It wouldn't do to tell the family that, though. They were always steering him away from girls he thought he'd like and pairing him off with perfectly desirable possibilities—desirable to them, that is.

Since no one answered his question as to the identity of Petty, he continued: "From<sup>14</sup> the looks of you all, it might be something the cat brought in."

"That sums it up," David said.
"This Petty person is about 15 as mousy as anything a cat might drag in . . . secondhand, moth-eaten . . ."

"Suffering cats!" protested Peter. 16 He turned to Fran, who looked as though she were ready to cry.

"Your brother is behaving rudely," said Fran. Whenever<sup>17</sup> she was displeased with David, she always referred to him as your brother, or your nephew as the case might be; whereas, <sup>18</sup> in peaceful times, he was my husband.

"He is provoked with me for inviting her just now," she continued. "But¹9 I had to, since she wrote that she was attending the convention here and had sent in her application too late²0 to get hotel reservations. She will be here for the entire week, and we'll have her all the time except when she's²¹ attending meetings and such."

Peter was becoming impatient. "Well, I take it she's a commercial teacher, since<sup>22</sup> she's attending the Commercial Association Convention. But who? What? Where? Why? And how come the peculiar<sup>23</sup> name, *Petty?*"

Fran answered his questions one by one.

"She's a former classmate of mineand a bore. We've already told<sup>24</sup> you why she's coming here. And her name is not unlike your own-Petropilla little Peter . . ."

"What a name!" David<sup>25</sup> interrupted. "Petronilla, Citronella, Sarsa-

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carilla!" His scorn was somewhat tempered by a mouthful26 of fruit salad.

"But she can't help her name," put in Aunt Emma mildly, "and Petty is a cute nickname."

"I suppose<sup>27</sup> that after all this introduction," Peter said, looking warily from one to the other, "you're going to tell<sup>28</sup> me that I'll like her, that she's just my type. Remember the fate of the girls you've tried to foist on me for the past three<sup>29</sup> years? No sir, I'm not having any of that, either."

Dave's face turned beet red, but his tone was gentle when he said, "Nothing<sup>30</sup> of the kind, Pete. I'm telling you you're lucky. You can just camp out of sight and out of mind while this Petty guest<sup>31</sup> is here. I've got to be the gracious host, and Fran has brought it on herself. Aunt Emma is a saint—she likes to suffer.<sup>32</sup> But you can just float away in blissful solitude."

"Not so. I've got to cover the convention. She might help,<sup>33</sup> come to think of it. What's she like?" He turned to Fran. "A commercial teacher with a typewriter for a heart and a<sup>34</sup> stop watch for a brain?"

"I've already told you, Pete. She's just a bore." Fran dabbed at her eyes, "But as your brother has just<sup>35</sup> explained, you needn't take the responsibility of entertaining her. There's no need to sacrifice yourself<sup>36</sup> at all."

Peter felt the first stirrings of pity. Poor little Petty—old maidish and colorless. He felt sorry<sup>37</sup> for her, coming into this atmosphere of frigid tolerance.

"When is this obnoxious creature arriving?" he<sup>38</sup> asked.

"She will get here either just as we've finished lunch or else too early for dinner," answered Fran wearily. "Either<sup>\$9</sup> way, she will cause as much trouble as possible."

Peter looked from one member of his family to another<sup>40</sup> in amazement. What was happening to his charitable, good-natured relatives? If this Petty person<sup>41</sup> could cause so much dissension *before* she arrived, what would happen during the seven days of her stay? His thoughts were<sup>42</sup> interrupted by the sound of the doorbell.

"That will be Petty, I suppose," Fran snapped.

The bell pealed a second time, 43 but still no one made a move to answer the door.

Peter stood up. "I take it I'm to answer the doorbell?" he asked.<sup>44</sup> "This blissful solitude you promised me begins wi'h my meeting her on the door mat, which, by the way, still has the<sup>45</sup> word welcome painted on it."

"Oh, go on, Pete," said Aunt Emma, "let her in, and keep her in the living room for a<sup>46</sup> few minutes. We'll get the table tidied up, and Fran can

serve dessert. Then, if Petty is hungry, we'll fix something<sup>47</sup> for her."

"That's right," said Dave, who had been pushing food around on his plate as though too annoyed to eat, "we'll sit around<sup>48</sup> and gawk at her while she eats. That's good treatment for Petty."

Peter's sympathy was completely aroused as he went<sup>49</sup> down the hall-way to the front door, and his indignation toward his unkind family gave his face a very<sup>50</sup> stern look. Hence the tiny, faintly flushed, and wholly charming girl on the porch looked up in apprehension at the tall<sup>51</sup> young man who was scowling down at her.

"Oh!" she cried, "I thought-I expected-I came to see Fran. I'm Petronilla<sup>52</sup> Whelan."

Recognition and delight changed Peter's indignation into gallantry. He took her suitcase, grasped her<sup>58</sup> by the hand, and drew her in over the prickly door mat.

"You sure are," he exclaimed. "I mean I know you' e Petronilla;<sup>54</sup> you are also the delightful Mary P. Whelan I interviewed this morning. You are expected to lunch,<sup>55</sup> and you're very welcome—that is, you're almost in time for lunch—"

Petronilla smiled apologetically. "I'm<sup>56</sup> afraid I'm late. I was delayed at the Hall getting things ready for the contest tomorrow, and I'd really<sup>57</sup> rather do without lunch..."

"Not a bit of it! They're fixing something for you right this minute. Now, you just come in and<sup>58</sup> we'll sit down and continue our talk of this morning. Fran will be here soon."

What was wrong with his family, Peter<sup>50</sup> wondered indignantly as he led his charge into the living room. Why didn't Fran come in and greet this lovely,<sup>60</sup> appealing creature? Why didn't Aunt Emma serve her lunch? He found himself longing to help Petty—to atone for<sup>61</sup> his family's rudeness. Protectingly, he hovered over her

Meanwhile, in the diving room, three conspirators<sup>62</sup> looked at one another in glee.

"It worked!" said David. "Oh, Fran, you wonderful strategist!"

"See? I told you it wouldn't<sup>63</sup> do just to keep throwing suitable prospects at him. He has a will of his own, and now he'll think he picked her<sup>64</sup> out all by himself. Let's go in. They've had enough time to get acquainted, and Petty will wonder what's keeping us."<sup>65</sup>

In the living room, Fran and Petty hugged and kissed as Peter looked on.

"The hypocrisy of some women!" he muttered.<sup>66</sup>

Luckily for his peace of mind, Peter didn't hear Petty whisper to Fran, "He's a lamb, darling. But I must<sup>67</sup> tell you, we *did* meet this morning in the Hall. Just leave him to me, and I'll do the managing from here on out!" 68

Luckily—for the same reason—hedidn't hear his brother's comment as he carried Petty's suitcase up to the guest<sup>69</sup> room.

"Pete and compete!" Dave chuckled to himself, pleased at the pun. "What a genius of a wife I've got!"

### FLASH READING\*

### Be Habitually Neat

MARGARET OTTLEY

ANY ARTICLES have been written about how much the beginning worker needs to know about letter writing, how high your skills—your shorthand writing speed and transcribing ability—should be, what you should wear, how you should act.<sup>2</sup> And each of these has many little

facets that need to be thought about.

You hear about and read articles on<sup>3</sup> being a responsible person. Most of the articles deal with being responsible for follow through,<sup>4</sup> finishing your daily tasks, reminding the boss of appointments made, and similar matters. There is another big<sup>5</sup> phase of responsibility and that is

(Continued on page 46)

<sup>\*</sup> Vocabulary limited to Chapters One through Six of Gregg Shorthand Simplified.

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responsibility for your work area and materials.6

Some of us are neat by nature. others must develop the habit. If necessary, train yourself to straighten? up your desk the first thing Monday morning. Assemble your records, magazines, and books neatly, dusting them carefully.8 Even though your maintenance man may empty the wastebaskets, sweep the floor, and dust, you will find that, at best, the desks have received only superficial attention. Then maintain your neatness habit by taking the extra half-10minute that might be necessary to put the materials with which you must work in their proper place when you11 put them aside.

The first thing Monday morning is a good time, too, to check your paper supplies. Arranging them<sup>12</sup> properly in the desk will save time by eliminating the necessity for riffling through to find the kind of paper each transcript calls for. Proper arrangement will keep the interior of the drawer

neat, make selection<sup>14</sup> easier, and avoid dog-earing the stock.

Depending on the size of the paper storage space you have and the 15 amount you use each day, you may find it necessary to replenish your stock several times in the course of 16 a week. Keep your Monday-morning habit. Check the supplies the first thing and, as you add the replacement stock, take out 17 the desk supply, putting the new sheets at the bottom of each stack before returning the paper to the allotted 18 slot.

It is important, too, to take care of mechanical equipment. Make certain to use the special hood provided for your typewriter to keep it free from dust. The dust may jell with the oil that is needed to keep your machine running smoothly, which will slow up the machine and cut into your production record.

Proper care of your<sup>21</sup> equipment and supplies will keep the wheels of your job running smoothly.

(43.2)

### A BIRD IN HAND

JEAN ANDERSON

CYNTHIA, OF COURSE, was to take care of the barbecue proceedings at the office picnic. When the idea¹ of an autumn cook-out had first been broached, there had been dark forebodings about cooking in the open air—the² unreliability of charcoal, the peculiarities of smoke, and the prospect of burnt meat. It was not³ until the office manager said, "Cynthia can manage. Cynthia can do anything," that such fears were laid⁴ to rest.

Considering that Cynthia coped with temperaments, emergencies, conflicts, replacements—in fact, with<sup>5</sup> everything but earthquakes and sudden deaths (the Company didn't have any of those)—it was highly probable<sup>6</sup> that she could attend to such a comparatively simple thing as roasting meat in an open pit. And of<sup>7</sup> course she did—competently.

When secretaries, accountants, su-

pervisors, clerks, and Big Bosses were gathered around, a comfortably replete after a gastronomic feast, someone asked:

"Cynthia, how did you get to be such a good cook? Were you born that way?"

"This is an after-dinner story," Cynthia said, smiling. "The year I was sixteen, 10 my parents were invited out of town for Thanksgiving dinner. At first they intended to refuse the 11 invitation, because they felt they had to stay home and take care of my twin brother and me. But we told them to go 12 ahead. True, I didn't know one thing about cooking; but we persuaded them that we could have a family 13 Thanksgiving dinner on the following Sunday, and that in the meantime Bob and I could manage.

"They left Wednesday<sup>14</sup> afternoon—and that evening there arrived a live

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turkey, the gift of Dad's company. It was a challenge! I had seen<sup>15</sup> live turkeys on a farm, and I had seen turkeys hanging up in a butcher shop; but, believe it or not, I had<sup>16</sup> no idea how to get a live one to the butchershop state—except, maybe, by taking off the feathers. The<sup>17</sup> thing would have to be killed first, of course—but how? We had no axe.

"Bob suggested chloroform. There was some in the bathroom18 cabinet, so we put the turkey on the bed with its head on a pillow. I held its feet, and Bob applied19 the chloroform-soaked cotton. Finally, the poor thing stopped struggling. Then we pulled out all the feathers. By that time, it20 was late and we were exhausted. We cleaned up the mess and put the turkey in the refrigerator, even though21 the door wouldn't quite close on the immense bird. (Mother had turned the refrigerator back to 'defrost,' but we thought22 it would be cold enough to keep the meat until the next morning.) Then we went happily to bed.

"The next morning,<sup>23</sup> I opened the refrigerator to get some milk—and out wobbled that naked turkey!"

The salesclerk all but fell<sup>24</sup> into the barbecue pit. The bookkeeper nearly swallowed his cigarette. The office manager choked on his<sup>25</sup> coffee. When all had revived and recovered, the air

was filled with protests and questions.

"Cynthia! You're making that<sup>26</sup> up!" cried one secretary.

"What happened to the bird?" the file clerk asked.

"It's all true," said Cynthia. "We felt so sorry<sup>27</sup> for the poor thing, we wrapped it in Grandma's shawl, and it hobbled around the kitchen until Mom and Dad came home.28 They sent it to the butcher to finish the job, and we did have it for Sunday dinner. It was none the worse for29 its chloroform treatment by that time. But the incident gave Mom an idea. She realized that the so-called<sup>30</sup> finishing school I was attending did not prepare one for the more practical aspects of life. We changed the field<sup>31</sup> of my education. From then on, I took courses in Business and Commerce and Home Economics. And that's why32 I can cook!" (642)

### **OGA MEMBERSHIP TEST**

By the Way

Never answer an angry word in kind. It's the second word that makes the quarrel.

Life is like a mirror; we get 1 best results when we smile at it.

There are several good ways to achieve failure, but never taking a chance is 2 the most successful.

Knowledge of our ignorance is the first step toward true knowledge, declared Socrates.

Do your<sup>3</sup> best today and you will be more likely to do better tomorrow.

Anyone can give up! It takes grit to keep up. (80)

-from The Morton Messenger

### JUNIOR OGA TEST

Dear Sally,

Before it gets too cold, I am planning to have a weekend party at the farm. Do you think you can1 make it the November 2nd weekend? I am also getting in touch with the rest of the gang, and I hope they2 can all come. The fellows can bunk in the second-floor bedrooms; the girls can stay on the first floor. Of course, Mom and Dad3 will be there to chaperon us. The country is beautiful this time of the year. We should have a lot of fun-we4 can have a square dance in the barn on Saturday night, for one thing. A short hike topped off with a weenie-roast on either<sup>5</sup> afternoon would be nice, too.

Hurry up and let me know whether you can come. I do hope the answer will be<sup>6</sup> yes. As ever, Adele (124)

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### Professional

### Report

#### NEWS SPOTLIGHT

#### Political Platforms Make Similar Points

words to the subject, and the men who wrote the Democratic platform devoted 255 words to it. There are no striking differences between the two, and there is one major agreement—the need for more classrooms. The Republicans promise to support a program "based on sound need and designed to encourage increased state and local efforts to build more classrooms." This plank is in line with the Republican philosophy of stimulating state and local action. The Democrats, instead of "encouraging state and local action," would "assist states and local communities to build schools."

The Republicans, in their statement, point with pride to past achievements. They point to the creation of the Department of Health, Education, and Welfare; to the launching of the White House Conference on Education; and to the creation of the President's Committee on Education Beyond the High School as their major achievements in the field of education since 1952. They promise action only on Federal aid for school construction.

The Democrats take credit only for authorizing maximum funds for vocational education during 1956. But they promise—in addition to school-construction aid—action for area vocational schools; health and safety measures for all children; better educational opportunities for migratory children; training programs for science and for teachers of exceptional children; and, finally, an expanded international education exchange program.

### Work Experience Analyzed

. . . in forthcoming bulletin from the United States Office of Education. It will report on work-experience experiments now being conducted by schools throughout the country. The bulletin, to be entitled "Work Experience in Secondary Schools, 1955-1956," was written by DeWitt Hunt, now resigned. It describes several types of experiments: those by which students work in school, for pay and without pay; those by which students work in the community, for pay and without pay; those which have a vocational objective and those which have a general educational air; and those in the junior and those in the senior high schools. Among the principles suggested for operating a work-experience program is: The work station must be an extension of the classroom.

### PEOPLE

- Albert C. Fries has been appointed chairman of the division of business at Chico (California) State College. For the past four years Doctor Fries has served as chairman of the departments of office administration and business education at the University of Southern California, Los Angeles. He had previously held a similar position at Northwestern University, Evanston, Illinois. He is a former president of UBEA.
- Parker Liles has been appointed head of the business-education department at Georgia State College of Business Administration, Atlanta. He succeeds Lloyd Baugham, who has been named superintendent of Area 5, Atlanta city schools.

Liles had been supervisor of business education in Atlanta schools from



PARKER LILES

... Georgia business ed. on his mind 1947-1956. He is president of the administrative division of UBEA and is a past-president of the Southern BEA and the Atlanta chapter of NOMA. A commercial teacher in Atlanta schools since 1928, he has a Ph.D. from the University of Kentucky. (Continued on next page)

### Reprints Available!

"How to Teach Transcription"

a 12-page reprint consisting of four articles that constitute a detailed outline for conducting a transcription course. The articles are entitled, "What, When, How—a Survey" (George A. Wagoner), "Teaching Punctuation in Transcription" (Elise Davis), "How to Integrate Transcription Skills" (Ruth I. Anderson), and "How to Evaluate Transcription" (George A. Wagoner). Price: 25 cents.

### Other reprints available:

"Typewriting Classroom Management" (February, March, April, and May, 1955) and "How Old Are Your Typewriters?" (September, 1954), by Alan C. Lloyd. 16 pages. Price: 35 cents a copy.

"General Business: Student Projects that Will Intensify Learnings," by Alan C. Lloyd; March, April, June, and September, 1954. 8 pages. Price: 25 cents a copy.

"Modern Planning for Business Training," a 24-page booklet containing the best of the series that appeared in BEW for the past two years. Price: 50 cents a copy.

"Is Teaching a Profession?" by J. Milnor Dorey; November, 1954. Price: 10 cents a copy.

"Mimeograph Duplication—A Scale for Rating Performance," by Abraham Kroll; June, 1953. Price: 10 cents a copy.

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Baugham was named superintendent of Area 5 under an administrative reorganization of city schools. He is a former president of SBEA and was state director of UBEA.

- Lola Maclean recently received the honorary degree of doctor of secretarial science from Bryant College, Providence, Rhode Island. She is the president of Detroit (Michigan) Commercial College.
- Paul S. Lomax has accepted a ten-month appointment in the bureau of business education, California State Department of Education, Sacramento, to conduct a research study in distributive education. The purpose of the investigation will be to discover the training needs in the distributive occupations and to evaluate the California program in relation to meeting these needs.

Former chairman of the department of business education at New York University, Lomax is now on leave from Fairleigh - Dickinson College, Rutherford, New Jersey. During the past summer he was visiting professor of education at the University of Texas, Austin.

- Edward E. Soule, a former executive of Soule Business College, New Orleans, Louisiana, died in June. Soule had retired in 1950, when he was a vice-president of the school. His father, Colonel George Soule, founded the college in 1856.
- Arthur Farrar received his doctor of education degree from the University of Oklahoma, Norman, in August. His dissertation, completed under the direction of Gerald A. Porter, was entitled "School Budgeting and Financial Accounting for Small Independent School Districts in Oklahoma." His emphasis was on the fields of education, business education, and accounting. Farrar is currently superintendent of the Elgin (Oklahoma) Public Schools.
- E. L. Marietta has joined the staff of Michigan State University, East Lansing. He was formerly at Iowa State Teachers College, Cedar Falls.
- Zenobia Tye has joined the business-education staff at Georgia State College of Administration, Atlanta. She was formerly at Florida State University, Tallahassee.
- Norman L. Hilgar has been appointed assistant professor of business education at Bloomsburg (Pennsylvania) State Teachers College. For

the past six years he has been on the teaching staff of Plum Township (Pennsylvania) High School.

- John R. Jones is now serving as the new business manager of Phi Delta Kappa, professional education fraternity, which has established new head-quarters in Bloomington, Indiana. Jones has worked in the business field since 1952, serving as training director for the Indianapolis Business Machines School and, since 1953, as sales manager of the Central Indiana Division of the Gray Audograph Company. Prior to that he taught for eight years in the school of business at Indiana University, Bloomington. He has completed doctorate course requirements there.
- Louis C. Nanassy, State Teachers College, Patterson, New Jersey, has been appointed business manager of the American Business Education Quarterly, succeeding Theodore N. LaMonte. He will handle advertising, subscriptions, and sales for the NBTA and EBTA publication.
- R. Lucien Appleby has been appointed secretary and assistant treasurer of Bryant College, Providence, Rhode Island. He has been associated with the school for twenty-eight years, teaching investments and accounting for many of those years. From 1935-1940 he was auditor for the State of Rhode Island.
- Ralf Thomas, Kansas State Teachers College, Pittsburgh, has been named editor of the *Mountain-Plains News Exchange*, a publication of M-P BEA. He succeeds Jane Stewart, of the University of Nebraska, Lincoln.

### GROUPS

• The Southern BEA has arranged the program of its 1956 annual convention around the theme, "Challenges for Business Education in the Next Centennial." Sessions will begin with an executive-board meeting on November 21 and close at noon on the 24th with the presentation of new officers.

The keynote address will be given on the evening of November 22 by the second vice-president, Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee. He will speak on "Automation and Education." The main address at the annual banquet scheduled for the evening of November 23, will be given by James Scott Long, of the University of Louisville, Louisville, Kentucky. His subject will be "Science As It Affects Business Education in the Future.

At a group of divisional and sectional meetings on November 23, administrative and classroom problems will be discussed. On the following day, five discussion groups will meet under the direction of First Vice-President Harry Huffman. President Gladys E. Johnson will be in charge of the general sessions.

The daily schedule follows:

THURSDAY, NOVEMBER 22

Display of the latest audio-visual aids will be presented all day, under the direction of Harry Huffman.

9:45 a.m.-U B E A Representative Assembly, Southern Regional Meeting: presiding, President Theodore Yerian, Oregon State College, Corvallis.

4:30-5:30 p.m.-Official Reception. 7:00 p.m.-Fellowship Dinner-presiding, Gladys E. Johnson; toastmaster, Harry Huffman; invocation, Treasurer Vernon Anderson, Murray (Kentucky) State College; welcome local chairman, William P. Warren, Enka High School, Candler, North Carolina; keynote address, Theodore Woodward.

#### FRIDAY, NOVEMBER 23

9:00-10:30 a.m.-First General Session: presiding, Gladys E. Johnson; chairman, Theodore Woodward; invocation, H. M. Tomberlin; greetings, T. C. Roberson; response, Reed Davis; speakers, Elvin S. Eyster, Hamden L. Forkner, D. D. Lessenberry, and Robert E. Slaughter.

10:45 a.m.-12:15 p.m.-Divisional Meetings.

Secondary Schools: chairman, Ethel Hart, Southern State College, Magnolia, Arkansas; assistant chairman, Eleanor Brown; secretary, Nancy Nelson; speaker, Elvin S. Eyster; topic, "Good Teaching Practices.

Private Business Schools-chairman, R. A. Evans, Evans College of Commerce, Gastonia, North Carolina; assistant chairman, William F. Patton; secretary, Imogene Morey; speaker, C. G. Smith; topic, "What the Businessman Desires and Expects of Office Employees.

Junior Colleges-chairman, James W. Childers, Sunflower Junior College, Moorehead, Mississippi; assistant chairman, Marguerite Sherrill; secretary, Thelma Okerstrom; speaker, James E. Colbert; topics, "Improving the Secretarial Training Program in the Junior College" and "Relationship of Administration to a Good Business-Education Department in Junior Colleges.

Colleges and Universities - chairman, Gerald B. Robins, University of

Georgia, Athens; assistant chairman, Kenneth Durr; secretary, Nellie Dry; speaker, Alvin Dickinson; topic, "Business Teacher Education: A Look into the Future"; panel, Sara Anderson, Maxie Lee Work, and John H. Moor-

2:30-3:45 p.m.-Sectional Meetings. Basic Business: chairman, Evelyn M. Babb, University of Florida, Gainesville; assistant chairman, Iraball Jackson; secretary, Arthur E. Spurlock; speaker, Ray G. Price; topic, New Adventures in Teaching General Business.

Clerical Practice: chairman, James W. Crews, University of Florida; assistant chairman, Lawrence Conwill; secretary, Frances Reck; topic, "Meeting the Challenge of a Clerical-Practice Program in the High School"; panel, Mildred Witten and Lloyd Gaskins.

Administration and Supervision: chairman, Euclede Threlkeld, State Department of Education, Tallahassee, Florida; assistant chairman, A. L. Walker; secretary, Mary M. Beard; topic, "Supervision for Better Teaching"; moderator, D. D. Lessenberry; panel, Elvin S. Eyster, Hamden L. Forkner, Vance T. Littlejohn, and Vernon Musselman.

Private Business School Teachers Round Table: chairman, R. A. Evans; secretary, Imogene Morey; topic, "What Is Desired and Expected of the Teacher in Meeting the Challenge of Supplying Efficient Office Help"; moderator, Charles Palmer; panel, Mary F. Crump, C. C. Steed, W. D. Ratchford, Jr., and M. O. Kirkpatrick.

3:50-5:30 p.m.-Sectional Meetings. Bookkeeping and Accounting: chairman, Nellie Dry, Appalachian State Teachers College, Boone, North Carolina; assistant chairman, Wilma Smith; secretary, Nancy E. Nelson; speaker, Harry Finkelman; topic, "Practical Methods of Teaching Bookkeeping and Accounting."

Secretarial Science: chairman, Hollie W. Sharpe, Middle Tennessee State College, Murfreesboro; assistant chairman, Donald Reese; secretary, Flor-ence Beaver; topic, "Challenges for the Teaching of Secretarial Science in the Next Centennial"; moderator, A. J. Lawrence; panel, Madeline S. Strony and Irol W. Balsley.

7:00-9:33 p.m.-Annual Banquet: presiding, Gladys E. Johnson; invocation, Fred Basco; address, James Scott Long.

10:00 p.m.-Inaugural Ball.

SATURDAY, NOVEMBER 24

9:00 - 10:30 a.m. - Discussion Groups.

1. An Honors Program in Secretarial Training: chairman, Vernon A.



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Musselman, University of Kentucky, Lexington; consultant, Madeline S. Strony; reporter, Marguerite Crumley; panel, Alice Cox, Rena Milliken, Richard S. Greene, Harvey L. Coppage, and Elsie Proffitt.

2. Teaching Business Education Classes of Students of Widely Varying Abilities: chairman, Kenneth Zimmer, Richmond (Virginia) Professional Institute; consultant, Hamden L. Forkner; reporter, John Lambert; Panel, Berneece Overholtz, Betty Mintz, James White, and Ruby Baxter.

3. Extracurricular Activities in Business Education: chairman, Parker Atlanta (Georgia) Schools; consultant, Helen Hinkson, Greene; reporter, Catherine Baker; panel, Eleanor Brown, Mary Ellen Smith, H. D. Willis, Sue Waddell, and Ruth Carter.

4. The Program of the National Association of Business Teacher Training Institutions: chairman, Frank M. Herndon, Mississippi State College for Women, Columbus; consultant and reporter, Lewis R. Toll; panel, Lelah Brownfield, Margaret Buchanan, Vance T. Littlejohn, and Steven J. Turille.

5. Using Research in the Business-Education Classroom: Howard M. Norton, Louisiana State University, Baton Rouge; consultant,

Mathilde Hardaway: reporter, Hulda Erath; panel, Ruth Brewer, Margaret F. Newberry, Frank D. Ferguson, Erna Sanders, and J. C. Hall.

10:45 a.m.-12:00 noon-General Session: presiding, Gladys E. Johnson; reports of discussion groups; résumé of convention findings, Frank M. Herndon; annual business meeting; presentation of new officers.

During the course of the convention a series of breakfasts, luncheons, and other meetings will be held under the sponsorships of UBEA, North Carolina BEA, FBLA, Delta Pi Epsilon, George Peabody College for Teachers, Columbia University, and the University of Kentucky.

• The National Business Teachers Association will feature "Looking Ahead in Business Education" as the theme of its 59th annual convention at Chicago's Palmer House from December 26 to 29. President Leslie J. Whale will preside.

The keynote speaker will be John H. Furbay, global air world education director of Trans-World Airlines. His subject will be "New Business Concepts for the Air and Atomic Age." The banquet speaker will be Sydney J. Harris, author-columnist, who will speak on "Perils of a Columnist." The annual John Robert Gregg Award in

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Business Education will be presented at the banquet by committee chairman Bernard A. Shilt, supervisor of business education, Buffalo, New York.

- The Northwestern Michigan Business Education Conference will hold its fourth annual session at Ferris Institute, Big Rapids, on November 10. Speakers will be Mrs. Madeline Strony, Gregg Publishing Division, McGraw-Hill Book Company; William B. Logan, Ohio State University, Columbus; and George E. Davis, Purdue University. The conference theme will be "Tested Techniques for Improving Instruction in Secretarial and General Business Subjects."
- Alpha Gamma chapter, Delta Pi Epsilon, was installed in June at the University of Houston. Forty members were initiated at the ceremonies. The guest speaker was Theodore Woodward, national president of Delta Pi Epsilon. Carlos Hayden, Rho Chapter, sponsored the Alpha Gamma chapter. The first president is Nelda R. Lawrence.

### SCHOOLS

• Chico (California) State College has announced the addition of three new assistant professors in its division of business.

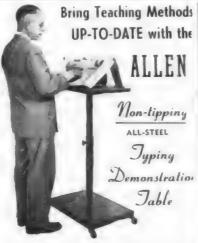
William Coombs will teach accounting and business law. He is a CPA and was a member of a Los Angeles investment firm.

Robert I. Place will teach in the areas of office machines and business education. For the past two years he has been at San Diego State College. Prior to that he was at Kearney (Nebraska) State Teachers College.

Myles A. Tracy was a member of the business faculty at Pierce Junior College, Canoga Park, California.

- Bloomsburg (Pennsylvania) State Teachers College has announced that its business-education division is the largest of the three divisions of the college. Enrollment figures for the year ending June, 1956, show that this division had 365 of the school's total registration of 1,033 students. The department also had 176 of the 420 registered freshmen.
- Goldey Beacom School of Business, Wilmington, Delaware, has announced the following staff promotions and changes. Frederick L. Zebley, head of the accounting department, has been elected assistant treasurer of the school. Mrs. Ruth





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Readers of the 1956 "American Business Education Yearbook" (and especially Chapter VII on shorthand competency) would certainly do well to be prepared. We invite your inquiry accordingly. TODAY, learn more about Stenograph—the modern shorthand that students enjoy and the skill that insures their future.

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Bruen Jeukins, former secretary to President Jay W. Miller, has been elected director of the employment bureau.

New teachers are Mrs. Rose Mary Beach, shorthand and English; Mrs. Gertrude M. Weaver, typewriting and English; and Peggy Ward, accounting. Jo Etta Russell, a former typewriting instructor, has resigned.

• Iowa State Teachers College, Cedar Falls, has announced the tollowing staff promotions and changes: James T. Biantord has been promoted to the rank of full professor.

Harland Samson has been promoted to the position of lowa teacher trainer in distributive education. He replaces Peter Haines.

Darrell Jones has joined the staff as an instructor in business education. He is on the board of directors of the Iowa BEA.

Mary Evelyn Blanford has joined the staff as a temporary instructor in business education. She replaces E. L. Marietta.

Leonard Keefe will return to the staff as an associate professor of business education at the start of the winter quarter. Prior to 1952, he was the Iowa teacher trainer in distributive education and assistant professor of business education.

To implement a new plan of using local businessmen as part-time instructors in their own specialized fields, the college has also signed qualified men in the fields of marketing, marketing problems, salesmanship, and cost accounting.

• Wayne State University has approved credit arrangements for the tenth annual European Study Tour in Comparative Education, which will leave Detroit on June 21, 1957 and return on August 24. Qualified persons may earn up to eight hours of graduate or undergraduate credit on the nine-week, ten-country tour.

Further information is available from the conductor of the tour, William Reitz, 727 Student Center, Wayne State University, Detroit 2, Michigan.

### GENERAL

• Educational awards totaling over \$16,000, in sound-recording machines and magnetic tape and discs, have been announced by Audio Devices, Inc., New York City. The awards will be made in the 1956-57 school year.

Identical prizes will be awarded to

two classes of institutions, one set for the nation's junior and senior high schools, the other for its colleges and universities. First prize will be \$2,000 worth of tape or disc recording machines, plus \$500 worth of tape and or discs. Sixty-four other prizes will be given.

Contestants will be judged on a detailed explanation of how they would use *new* recording equipment and facilities in their school. Further details may be obtained from Audio Devices, Inc., 444 Madison Avenue, New York 22, New York. The contest closes February 1, 1957.

• Following its sixth annual CPS examination—passed by 211 secretaries—the National Secretaries Association (International) announces that there are now 983 Certified Professional Secretaries in the United States. The 12-hour certifying examination was open to qualified secretaries twenty-five years of age or older.

The next CPS examination will be given May 3 and 4, 1957, in colleges and universities throughout the nation. Deadline for applications is December 15; they should be addressed to 222 West 11 Street, Kansas City, Missouri. The test is supervised and developed by the Institute for Certifying Secretaries, headed by Dorothea Chandler of Syracuse (New York) University.

- The National Office Management Association has announced the appointment of chairmen of four of its national committees. W. M. Polishook, Temple University, Philadelphia, is national chairman of the office-management extension courses. Gladys Peck, State Department of Education, Baton Rouge, Louisiana, is chairman of the schools committee. L. C. Megginson, College of Commerce, Louisiana State University, Baton Rouge, heads the membership paper awards committee. Irene Place, University of Michigan, Ann Arbor, becomes chairman of the chapter program services committee.
- National Association of Manufacturers President Cola G. Parker has urged in an open letter that Association members spearhead a nationwide drive to help school systems "obtain locally the funds they need to meet all legitimate requirements." The letter pointed out that though Congress rejected the Federal aid-to-education bill, the needs the bill was intended to eliminate still exist. Parker asserted that school needs "can and should be met at the local level" rather than the Federal level.

The new president of the Mountain-Plains BEA, Dorothy L. Travis, University of North Dakota, Grand Forks, reviews program of recent convention. Looking on are (front row) Agnes Kinney, re-elected executive secretary; Wayne House, vice-president (back row) Clyde Blanchard, past-president; Ruben J. Dumler, re-elected treasurer; and Vernon V. Payne, chairman of UBEA Centennial Celebration Planning Committee. Also appointed were new M-P board members (not shown), F. Kendrick Bangs, Richard F. Reicherter, and E. P. Baruth.





through the camera eye

The Pi Omega Pi National Council met earlier this year at Ball State Teachers College, Muncie, Indiana, to plan their 1956 Delegate Convention at Chicago in December. Clockwise around the table, beginning at right, are: Mina M. Johnson, president; James T. Blanford, treasurer; Mrs. Ardath Stedman, secretary-historian; Audrey V. Dempsey, organizer; Willadene Rominger, editor; Paul F. Muse, past-president; Marie Vilhauer, vice-president; and Mrs. Lona Trygg, student representative.

Delta Alpha Chapter of Pi Omega Pi poses for its first group photo after installation at State Teachers College, Salem, Massachusetts. In charge of installation ceremonies was Audrey V. Dempsey (front row, left). Bruce F. Jeffery (front row, right), is the sponsor.



### New Business Equipment

### **Projector Is Self-Operating**

The operator devotes all his time to the subject, while the new 500-watt "Powermatic" projector changes 2-by-2 and Bantam slides automatically. The automatic timer will change slides at any interval up to 60 seconds; a timeroverride button selects new slides at will; and a timer-hold button permits



prolonged viewing of any slide. Or, the operator may use a slight tap on the sensitive touch-bar control to change a slide; directional control will work forward, reverse, and repeat.

The Powermatic is made by Viewlex, Inc., 35-01 Queens Boulevard, Long Island City 1, New York. It retails for \$119.50, including case and six slide trays. The automatic timer is \$24.50. A remote-control cord is \$4.95.

### Letter Printed Automatically

A new machine that will write a complete letter on blank paper in one run—name, address, salutation, letterhead in color, date, text, and signature—is announced by the Addressograph-Multigraph Corporation, Cleveland 17, Ohio. Until now individual letters have been prohibitive in cost and time. The Addressograph Model 1938 Letter Writer and Printer, however, will produce such a personalized letter for less than 1 cent each. It will also print a reply card and address the envelope.

### Cuts Paper, Not Fingers

The common guillotine-type paper cutter is now being challenged by the Zeus Rolcut, a product of The Crusader Company. The Rolcut features a self-sharpening wheel blade of surgical steel. The blade rotates as it is drawn along a track, cutting anything from tissue to illustration board.

The blade is enclosed in a cast aluminum carriage, making it impossible to cut or pinch fingers. The machine is described as extremely accurate. Its %-inch baseboard is ruled in ½-inch grid lines that are precision-

aligned with an etched metal rule and paper stop. For free literature, write to The Crusader Company, Department BEW, P. O. Box 368, Woodland Hills, California.

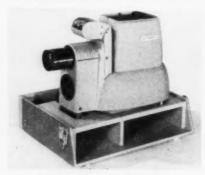
### Recorders Priced under \$100

The first full-sized, push-button tape recorders to be retail-priced at less than \$100 have been announced by the Wilcox-Gay Corporation, Charlotte, Michigan. Models 375 and 750 are each 14 by 12 by 8 inches, with a 4-inch round speaker, 3-watt amplifier, automatic erase, input jack, and tone and volume controls. Model 375 operates at 3¾ inches per second, at a frequency response of 85 to 7000 cycles. Model 750 operates at 7½ inches per second, at a frequency response to 8000 cycles.

### Handles Slides and Filmstrips

A new 500-watt projector for both single- and double-frame filmstrips and 2-by-2 slides has been announced by Bell & Howell Company. The Specialist reduces film-plane temperatures with an airflow case and an "exclusive wind-tunnel cooling system." Simple sliding plates make the change from single- to double-frame filmstrips at the flick of a finger.

The die-cast aluminum housing, weighing 9 pounds, is finished in sil-



ver gray, with a two-tone gray case. Operating instructions are permanently mounted on the side of the projector. Storage space for filmstrips and slides is provided in the lid of the case. The manual projector retails for \$94.95; a Semimatic changer is available for \$12.50. Write to Bell & Howell Company, 7100 McCormick Road, Chicago 45, Illinois.

#### New Products at a Glance

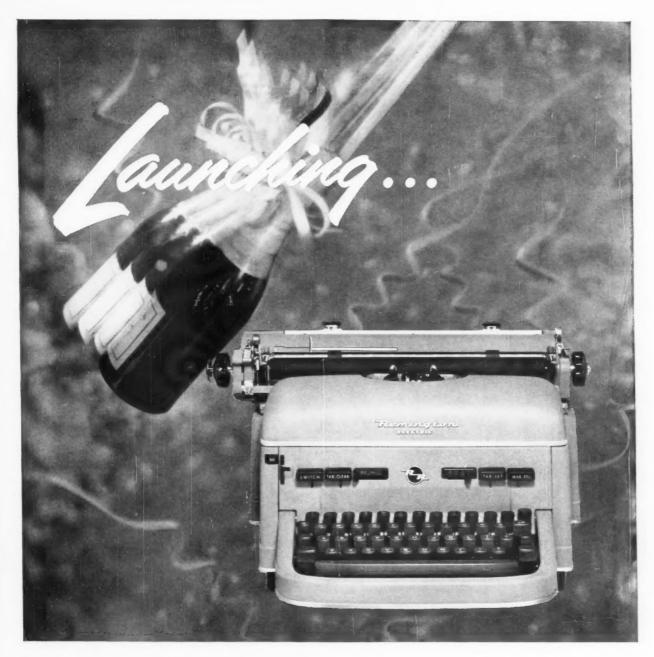
• The Posture Chair Model 48, equipped with plywood seat and back, has been developed by Desks of

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- An improved Cop-e-Eez Copy Board and Line Finder has been produced by Lansdale Products Corporation, Department C, Box 568, Lansdale, Pennsylvania. The new board will fit into any desk drawer; however, by means of a new swing arm, it can accommodate sheets up to 17 inches wide. It retails at \$16.90.
- Posting student grades on record cards is simplified by Tabulabels, devised by Avery Adhesive Label Corporation, Monrovia, California. Instead of slow posting by hand or typewriter, these self-adhesive tabulating machine labels are applied to a record card at the rate of from seven to nine a minute. The labels have spaces for the student's name, subjects, grades, semester period, and date; they come in roll-tape form.



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